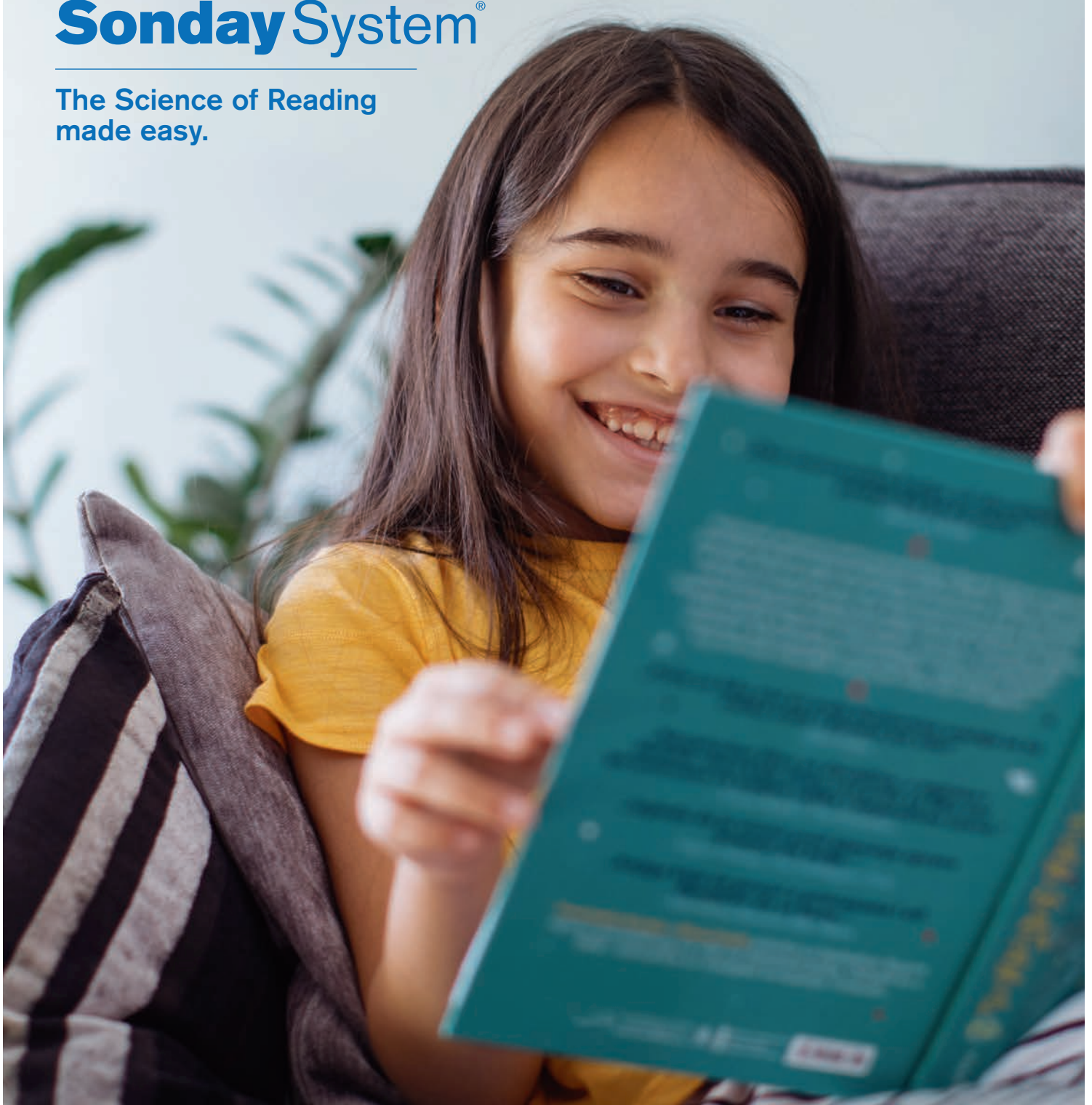


# Sonday System<sup>®</sup>

The Science of Reading  
made easy.



**LPL**

- » Reading Readiness
- » Group Lessons and Intervention

**1**

- » Beginning Readers
- » Intervention

**2**

- » Intermediate Readers
- » Intervention

**E**

- » Grades K–5
- » Group Lessons and Assessment



# You asked, we answered.

We are constantly developing our products based on your needs. Check out our new update:



## Sonday System Essentials

Improved and updated digital experience for easier lesson delivery and tracking.

And in case you missed our new additions, check out:



## WinLit

The new Classic Series offers right-level versions of literary classics.



## WinVocab

Word-a-day mini lessons designed to expand the vocabulary of K-5 learners.



## Science of Reading Expansion Guide

Lessons and tips for teaching the latest scientific research on reading instruction.

## Sonday System LPL

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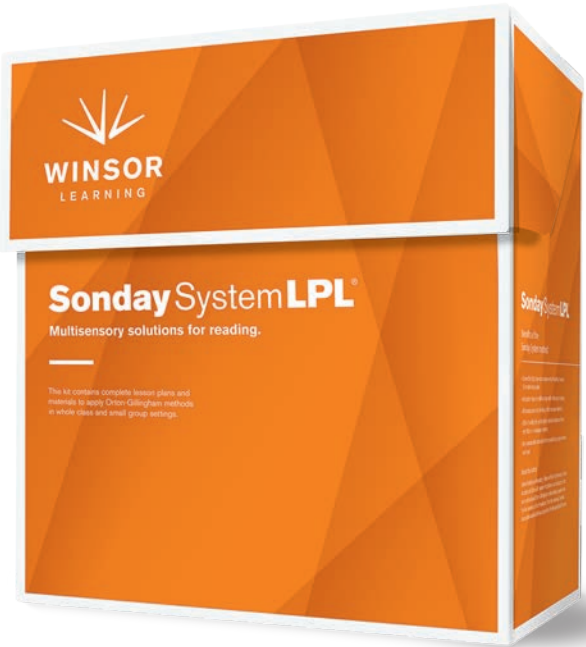
Order today:  
800-321-7585  
winsorlearning.com



Featured Products

Sonday System LPL

p. 6



Sonday System 1

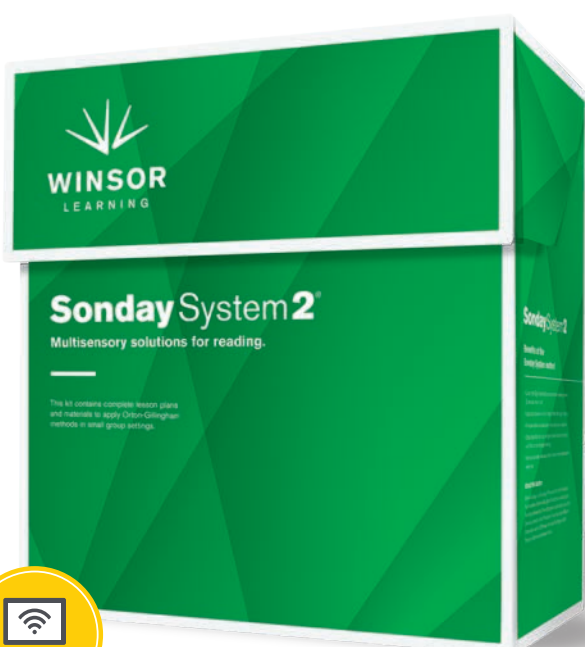
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Digital version available

Sonday System 2

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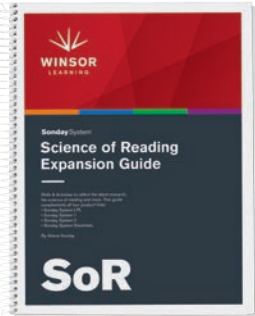
Digital version available

Sonday System E

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The Sonday System is a comprehensive line of materials designed to help educators provide multisensory reading instruction to students from pre-K through 8th grade reading levels. Using proven Orton-Gillingham methods, the Sonday System is simple, quick to implement and highly effective. This chart shows how each product within the system is designed to be used.



Science of Reading Expansion Guide

This companion piece will keep you up to date with the latest scientific research on reading instruction. It's easy to use and compatible with our entire suite of Sonday System products. See page 54 for more information.

Sonday System	LPL	1	2	E
One-On-One Intervention	●	●	●	○
Small Group Intervention	●	●	●	○
Whole Class Lessons	●	○	○	●
Digital	○	●	●	●
Pre-Reading (Reading Readiness Skills)	●	○	○	○
Beginning Reading (K-2 Reading Levels)	○	●	○	●
Intermediate Readers (3-8 Reading Levels)	○	○	●	●
Placement	●	●	●	○
Assessment	●	●	●	●
MTSS/RTI	All Tiers	Tiers 2 & 3	Tiers 2 & 3	Tier 1
Complemented by Science of Reading Expansion Guide	●	●	●	●



# Sonday System LPL®

Let's Play Learn offers structured, systematic, multisensory practice for preschool through kindergarten students. It is used as a tool to develop foundational reading skills and prevent reading difficulties or as an intervention for those who need to strengthen pre-reading skills. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in whole class and small group settings.

# LPL

## Settings

- Pre-reading and early reading instruction
- Pre-reading intervention
- Dyslexia instruction
- Special education
- English Language Learners (ELL)
- Response to Intervention (RTI) Models

## Content Level

- Preschool through kindergarten reading levels

## Group Size

- Whole class
- Small group

## Lesson Duration

- Varies

## Frequency

- 5 days per week

## Skills and Concepts Taught

- Pre-reading and pre-numeracy
- Shapes and colors
- Numbering and counting
- Alphabet/letter names and sounds
- Letter formation



Let's Play Learn Classroom Set

The Let's Play Learn Classroom Set, featuring the Instructor Kit and Manipulatives Set, provides all necessary instructional and student materials for whole class and small group multisensory pre-reading lessons.

Instructor Set

This set includes complete multisensory lesson plans and printable activity books as well as extra materials for a classroom aide to work with students in a small group station.

- 2 Learning Plan Books (112 levels)
- Media Kit (printable activity books, music files, pronunciation guides)
- Rapid Naming Poster Set
- 2 Sound Card Decks
- Alphabet Book
- Shapes and Numbers Book
- Name Strings Book
- Color Cards
- Letter and Number Card Decks
- Shape Cutout Sheets
- Tactile Card Decks
- 2 Alphabet Strips (one each of uppercase and lowercase)
- 2 Number Strips

Manipulatives Set

This set contains 6 multisensory manipulatives, including:

- Uppercase Letters
- Lowercase Letters
- Numbers
- Shape Cutouts
- Sound and Rhyme Basket
- Shape Sorter Mat

Let's Play Learn Classroom Set

Includes Instructor Set and Manipulatives Set.

110-1600

\$1495.00



Complement this system with the Science of Reading Expansion Guide. See page 54 for more information.

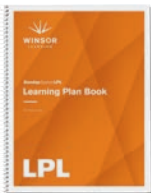
Instructor Set



Manipulatives Set







Each daily lesson plan is formatted for small group or whole class settings. Designed to be flexible and comprehensive, the structured, sequential plans feature

activities for review, direct instruction, and activities for independent practice so preschool skills are continually introduced and reinforced throughout the year.

Phonemic  
Awareness

Rapid Automatic  
Naming:  
Pre-Fluency

Phonemic  
Awareness

Vocabulary

Comprehension

Whole Group Time – Review

LEVEL 79

Calendar Activity

- Begin each day with the calendar activity that incorporates numbers and counting, days and months, sequencing and relationships, observation and weather, vocabulary, speaking, thinking and social interaction.

Substitute

- Say, “**sand**.” Children repeat.
- Say, “Now take away /s/ and put /b/ at the **beginning**. What is the new word?” (**band**)

Teacher says

Children repeat	Take away	Put on	New word
sand	/s/	/b/	band
park	/p/	/sh/	shark
shape	/sh/	/k/	cape
think	/th/	/l/	link
shark	/sh/	/d/	dark
face	/f/	/l/	lace
bark	/b/	/m/	mark
link	/l/	/s/	sink

- This is a listening activity. No print is involved.

Read Numbers

- Using the *Numbers 8* poster, have children read together across the rows.
- Call on 4 children and ask each to read 1 row.

Count by Fives

- Count together from **5-100**, two times.

Rhyming Song

- Listen to *Rhyming Song*, Track 8, on the *Music File*, and sing along.

Find Words – Rhyme

- Say, “Who can think of a word that **rhymes** with **back**?”
- If children cannot think of words, build a bank of words that rhyme. Say the words in the Word Bank below, one at a time, and have the children repeat them.
- Say, “Now, can you tell me a word that **rhymes** with **back**?”
- Use the same line of questioning for the next rhymes.

Word Bank

<b>back</b>	sack, rack, pack, black, tack, crack, jack, stack
<b>deep</b>	leap, steep, creep, heap, beep, sleep, keep
<b>sit</b>	bit, fit, hit, pit, slit, mitt, spit, lit,
<b>find</b>	mind, blind, grind, kind, wind, hind, bind, lined, signed

- This is a listening activity. No print is involved.

Read Aloud

- Have a child open the book, point to and name the cover, title, author, and illustrator, and turn to the first page.
- Read slowly, clearly, and with expression; follow the line of print with a finger so children follow the left to right direction for reading.
- Discuss the pictures or characters, ask comprehension questions, and discuss 2 or 3 vocabulary words.
- Ask wh questions: questions that begin with **what, where, when, why, who, which**.

**Note:** In addition to developing a love for books, children will be building vocabulary and naming ability, learning to listen and visualize, exercising imagination and laying the foundation for critical thinking and comprehension.

174

Teacher Workstation – Introduce New Material LEVEL 79

Read Sounds

- Review *Sound Cards 1-6*.
- Children read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

Spell Sounds

- Dictate the following sounds, one at a time.
- Children **listen, repeat** the sound, and **write** the sound on paper or in a sand tray.  
**m b s t l d**

Print o e

- Have children say and print lower case **o e** on elementary lined paper, one or two lines of each letter.
- Watch the starting points and direction of strokes.

Teach sounds for reading and for spelling since reading and spelling are mutually reinforcing.

Student Workstations – Independent Practice



M-monitored activity P-paired activity I-individual activity

Practice Letters o e (I)

- Have children say and print the letter **o**, page 69, *Activity Book 3*.
- Print the letter from the marked starting point.
- Practice the letter **e**, page 70, *Activity Book 3*, using these procedures.

Print o e c a d g q s f (I)

- Have children say and print lower case **o e c a d g q s f** on elementary lined paper, one or two lines of each letter.
- Watch the starting points and direction of strokes.

Count by Twos (M)

- Using number grid, page 71, *Activity Book 3*, have the children color every second square. Color **2, 4, 6, 8, 10**, to **50**.
- Point out the pattern that has been formed.
- Together, read the colored numbers, going across the rows and pointing to each number as it is read.

Delete – Beginning Sound (M)

- Say the following words and ask the children to delete the **first** sound.
- Say “**pan**.” Children repeat. “Say it again but don’t say /p/.” (**an**)

l/ink	s/py	d/ear	b/each
g/oat	s/light	c/old	h/eat
l/ake	h/at	t/all	m/an
t/ore	b/race	c/ape	p/EEK
- This is a listening activity. No print is involved.

**Note:** Deletion is fun and helps develop language flexibility. Children who can play with language will learn to read more easily.

Read Letter Names (M/P)

- Using the *Letters 11* poster or page 16 in the *Name Strings Book*, have the children read lower case letters together across the rows.

Game (P)

- Play **Memory** using upper and lower case *Letter Cards P-W* and **p-w**, one of each.

Phonics

Fluency

Phonics

Fluency

Rapid Automatic  
Naming

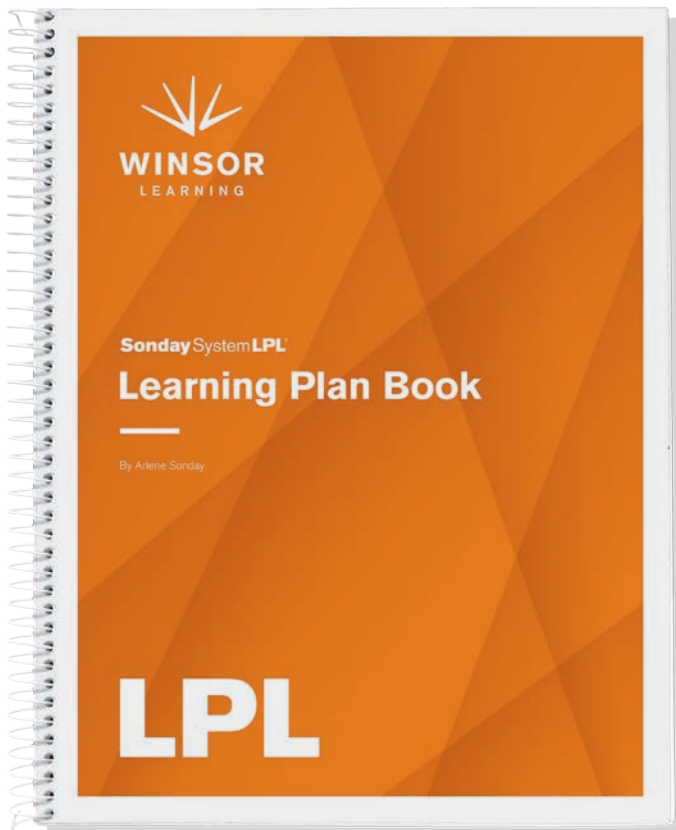
Phonemic  
Awareness

Fluency

175



A



B



C



D



## Let's Play Learn Components

Materials from the Classroom Set may also be purchased individually.

### A. Learning Plan Book

Contains structured, sequential lesson plans for 112 reading levels. Designed to be flexible yet comprehensive for small group or classroom settings. (See samples on pp. 10-11.)

**130-3000 \$416.00**

### B. Media Kit

A flash drive containing printable Activity Books 1-4, 14 songs to practice different components of language, a read-along segment to coordinate with the Alphabet Book (as described in E) and audio pronunciations that help students learn accurate pronunciation of phonemes (sounds) of the alphabet.

**130-5500 \$426.00**

### C. Rapid Naming Poster Set

Provide opportunity to practice Rapid Automatic Naming (RAN) with colors, shapes, letters/sounds, numbers and chunking. 35 posters (17 double-sided, 1 single-sided), 17"x22".

**130-6300 Complete Set \$100.00**

### D. Sound Card Deck

26 cards represent the letters and sounds of the alphabet for building automaticity and fluency.

**130-4200 \$22.00**

### E. Alphabet Book

Colorful illustrations featuring alliterations for practicing phonological awareness.

**130-3200 \$122.00**

### F. Shapes and Numbers Book

Colorful illustrations introduce beginning shapes and numbers 1-10 for reinforcing skills such as sorting, sequencing and pattern recognition.

**130-3210 \$100.00**

### G. Name Strings Book

Allows practice of Rapid Automatic Naming (RAN) with colors, shapes, letters/sounds, numbers and chunking.

**130-3215 \$46.00**

### H. Color Cards

4 sheets feature objects in 8 colors to practice color and shape recognition.

**130-6375 \$24.00**

### I. Letter and Number Card Decks

Decks featuring uppercase letters, lowercase letters and numbers 1-50. Used to play memory games, Go Fish and sorting games.

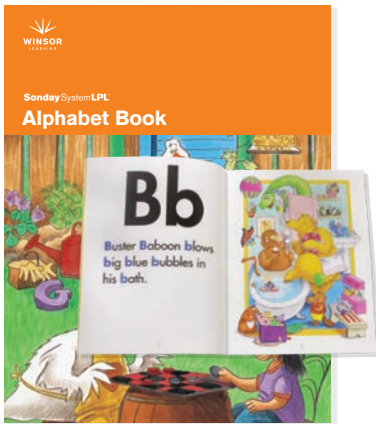
**120-4000 Complete Set** (2 decks each for uppercase letters, lowercase letters, numbers) **\$99.00**

**130-4500 Uppercase Letter Cards** (2 decks) **\$29.00**

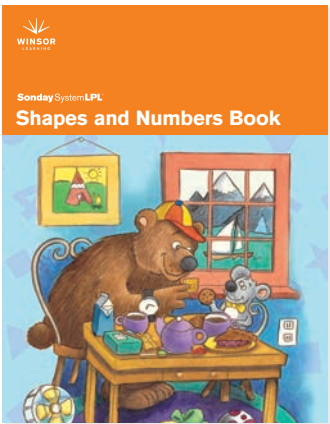
**130-4510 Lowercase Letter Cards** (2 decks) **\$29.00**

**130-4520 Number Cards** (2 decks) **\$33.00**

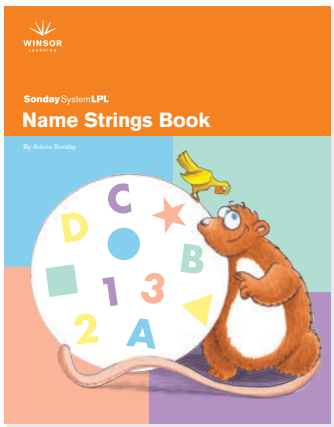
E



F



G



H



I





J



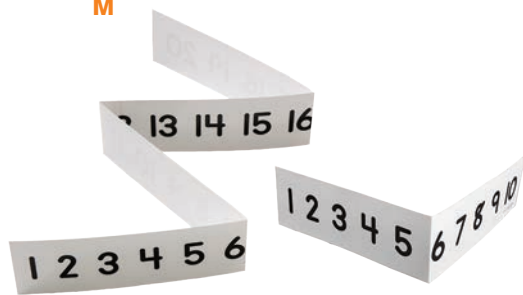
K



L



M



### J. Shape Cutout Sheets

16 sheets of colored shapes used to practice color, shape and size recognition.

**130-6400 \$46.00**

### K. Tactile Card Decks

Decks featuring uppercase letters, lowercase letters and numbers. Numbered starting points for each stroke and a raised ridge provide tactile reinforcement for learning letter shapes and names/sounds and number shapes/names.

**120-4600** Complete Set (1 deck each for uppercase letters, lowercase letters, numbers) **\$100.00**

**520-4650** Letter Tactile Cards (1 deck each for uppercase letters and lowercase letters) **\$70.00**

**130-4675** Number Tactile Cards (1 deck) **\$32.00**

### L. Alphabet Strips

Uppercase and lowercase laminated letter strips teach form and sequence.

**520-6100 \$21.00**

### M. Number Strips

Laminated strips with numbers 1-10 and 1-20 teach number recognition.

**120-6125 \$21.00**

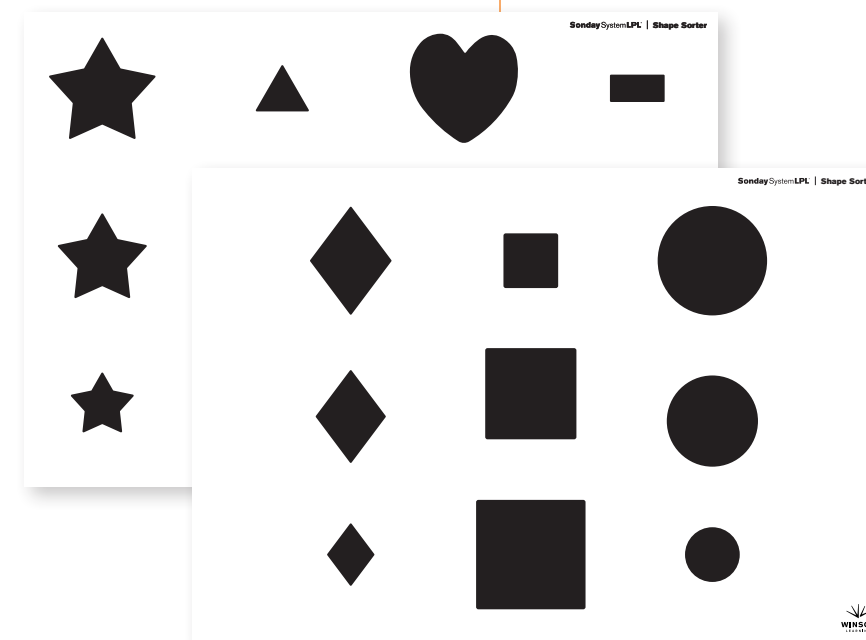
### N. Manipulatives Set

Provides multisensory practice for skills such as letter, number, shape, color and size recognition, letter sounds, counting, sorting and rhyming. The set contains:

- Uppercase Letters
- Lowercase Letters
- Numbers
- Shape Cutouts (7 shapes in 3 sizes and 8 colors each)
- Sound and Rhyme Cards
- Shape Sorter Mat

**120-2000 \$276.00**

N





# Sonday System 1<sup>®</sup>

Sonday System 1 offers structured, systematic, multisensory reading intervention for beginning readers through the end of 2nd grade reading level. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small group settings.

# 1

## Settings

- Beginning reading instruction
- Reading intervention
- Dyslexia instruction
- Special education
- English Language Learners (ELL)
- Response to Intervention (RTI) Models

## Content Level

- Beginning through 2nd grade reading levels

## Group Size

- Small group

## Lesson Duration

- 35-minute sessions

## Frequency

- Moderate delays — 2-3 times per week
- Intensive intervention — 4-5 times per week

## Skills and Concepts Taught

- Review of pre-reading skills
- Phonics using vowels, vowel pairs and blends
- Consonant blends and digraphs
- Spelling practice throughout lessons
- Rules of language structure
- Compound and non-phonetic words
- Reading and writing fluency
- Handwriting
- Vocabulary and comprehension

## Benefits of the Sonday System method

- **Based on the Science of Reading** with direct, explicit, and systemic instruction methods
- **Instruction based on skill or stage** rather than age or group
- **All lesson plans included** along with necessary materials
- **Offers flexibility** for use by highly trained teachers or those with little or no language training
- **Non-consumable materials** with no need to buy replacements each year

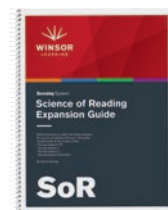


Digital version available



The complete Sonday System 1 Intervention Set provides all necessary instructor and student materials for multiple small group multisensory intervention sessions.

The complete Sonday System 1 Intervention Set provides all necessary instructor and student materials for multiple small group multisensory intervention sessions.



Complement this system with the Science of Reading Expansion Guide. See page 54 for more information.



**Digital version available**

This set includes complete lesson plans and materials to deliver effective multisensory interventions.

- Learning Plan Book (5 pre-reading and 36 reading levels)
- Media Kit (instructional videos for teachers, music files, pronunciation guides, printing practice pages)
- Word Book
- Letter Tactile Card Decks
- Board Game (includes playing pieces and dice for 2 games)
- Sound Card Deck
- Sight Word Card Deck
- Blend Card Deck
- Word Card Decks
- Reading Strips and Reading Window®
- Alphabet Strips (uppercase and lowercase)
- Teacher Resource Book
- Student Record Book

This classroom set includes materials for up to 20 students.

- 4 Word Books
- 5 Large Group Sound Card Decks
- 20 Student Record Books
- 20 Student Notebooks

Includes the Instructor Set  
and Classroom Set.

Includes the Instructor Set  
and Classroom Set.

**210-1500**

**\$1495.00**

Printed Set PLUS  
1-year digital subscription PLUS  
Workbook Set (digital only)

Printed Set PLUS  
1-year digital subscription PLUS  
Workbook Set (digital only)

**260-1600**

**\$1895.00**

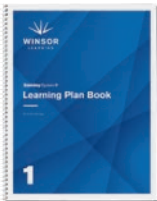
## Instructor Set



### Classroom Set







Research shows that struggling readers are deficient in the underpinning skills of phonemic awareness, phonics and fluency, which are needed for achievement in vocabulary and comprehension\*.

Our straightforward, explicit lesson plans save teachers hours of preparation time while covering these critical skills.  
Each six-step lesson is structured to permit continual practice and review while maintaining variety and interest, with suggested materials

clearly listed. Progress checks are woven into existing lessons, allowing teachers to diagnose difficulties and prescribe next steps. The following sample (one of 36 reading levels in Sonday System 1) outlines where each skill is practiced in the lesson template.



Digital version available

SondaySystem1®  
Level 8 53

**MATERIALS NEEDED** Media Kit, Sound Cards 1-24, Paper and Pencil, Nerf Ball, Word Cards (pink, blue, green, yellow), Sight Word Cards (red) 1-8, Word Book, Reading Marker, Reading Window and Strips 5-8, Board Game, Book to Read

1 READ SOUNDS (visual/auditory) 2 min

- Review Sound Cards 1-23.
  - Student reads the sound of each card aloud.
  - Go through the cards rapidly. The goal is to have automatic responses.
- R:** Ask for 2 sounds each of **a**, **i**, **o**, and **u**, short and long. The long sound is the same as the name of the letter.

2 SPELL SOUNDS (visual/auditory/tactile) 2 min

- Dictate the following sounds, one at a time.
  - Student REPEATS each sound.
  - Student WRITES each sound.
- i d u r o p a x
- QUESTIONS TO ASK THE STUDENT:**  
How do you spell long a at the end of a word? (Answer: ay)  
How do you spell /k/, 2 ways? (Answer: c, k)
- R:** Say the sound when slashes appear on both sides of a letter. Example: /k/

- BALL TOSS GAME (phonemic awareness)**
- Say a word and toss or roll a Nerf Ball to the student.
  - Student returns it while repeating just the middle or vowel sound of the word.  
Example: Throw the ball and say, *hat*.  
Student returns it and says, /a/.
  - For a list of words, see **Word Book**, p. 14.

TRACING unlocks words!  
If any student does not readily recognize a word, have ALL students TRACE the letters on the table using 2 fingers of the writing hand, SAY each sound aloud, then BLEND the sounds together to make the word.  
For reading errors, TRACE.  
For spelling errors, TOUCH SPELL.

54 Level 8 SondaySystem1®

3 READ WORDS (visual/auditory/tactile) 5 min

- Student reads aloud from the following sources. Material is provided for several sessions.
  - Word Cards, Short u (yellow)
  - Word Book, p. 10, ay
  - Word Cards, Short a, i, and o (pink, blue, and green, mixed)
  - Word Book, p. 12, Short u
  - Word Book, p. 14, Review a, i, o, u
  - Sight Word Cards 1-5
  - Word Book, any previous page or a page with sounds taught in prior sessions of this level

4 SPELL WORDS (visual/auditory/tactile/phonemic segmentation) 7 min

- Dictate each word aloud, reading down the columns.
  - Student repeats each word, Touch Spells each word, and says each sound out loud while writing the word.
  - Guide the student through error self-correction. Student rewrites the corrected word twice, saying each sound aloud.
- R:** Column at the far left below indicates which sound is being practiced in each row of words.
- R:** Dictate words and sentences for 7 minutes, correcting errors when they occur. Material is provided for additional sessions.

u	cup	mud	fun	rug
ay	bay	hay*	lay	day
o	mop	dot	jog	rot
ee				
i	hit	fin	rim	tip
a	sad	rag	van	am
ee				
sight	do*			

\* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

- Student reads aloud the list of words just written.
- At each session, dictate two of the following sentences. Student repeats the sentence and writes it on paper.

Sam can run to the bay. The pup is in the box.  
Do not hit the cat. Pat can hug the pup.  
Fix the rug. It is hot in the sun.
- Check for capitalization, punctuation, and spelling.
- Student reads aloud the sentences just written.

**Phonics:**  
Blend known sounds into words automatically

**Fluency:**  
Response is quick and accurate

**Vocabulary:**  
Direct and explicit instruction (check for definitions, context, multiple meanings, etc.)

**Comprehension:**  
Practice at word level eases transition to sentence level

**Phonemic Awareness:**  
Phonemic segmentation fluency

**Multisensory Instruction**

**Phonics**

**Fluency**

**Vocabulary**

**Vocabulary**

**Comprehension:**  
Practice at sentence level eases transition to book level





SundaySystem1<sup>®</sup>

Level  
8

55

5

TEACH NEW MATERIAL (visual/auditory/tactile)

5 min

- 1. Teach Sight Words/Irregular Words**
- Teach the following Sight Words/Irregular Words, one at each session.
- NOTE:** Consonant sounds, as learned, are consistent in Sight Words/Irregular Words but vowel sounds are not.

Sight Word Cards 6-8

I

of

and

- Show the Sight Word Card.
- Say the word aloud. Student repeats.
- Ask the student to point to any known consonants and say the consonant sounds. Identify and pronounce unknown/irregular sounds. Student repeats.
- Student traces the letters, says the sounds, blends the sounds and says the word.
- Student writes the Sight Word/Irregular Word on paper 3 times while saying the letter names aloud and repeating the complete word each time.

**R:** After teaching a Sight Word/Irregular Word, add the card to READ WORDS and enter the word in a blank space of SPELL WORDS.

- 2. Teach Sound**
- Show the card and say the sound.
  - Student repeats the sound while tracing it on a desk or table and again while writing it on paper.

Sound Card 24

ee

as in feet

- RULE:** ee is the first choice for the sound of long e in the middle of a word.
- Student reads words from the **Word Book**, p. 15.
  - Dictate the following words.
  - Student repeats each word, Touch Spells each word, and says each sound out loud while writing the word.
- meet feed seed feet seem deep
- Student reads aloud the list of words just written.

**R:** After teaching a sound, add the Sound Card to READ SOUNDS and dictate it in SPELL SOUNDS. Add the word list to READ WORDS and enter some of the words in the blank spaces of SPELL WORDS.

CORRECTING  
SPELLING  
ERRORS

- Use questions to help the student self-correct spelling errors.

When feed is spelled as fed, ask:  
What is the vowel sound in that word?  
How do you spell that sound in the middle of a word?
- Student rewrites the misspelled word so it is correctly spelled twice.

56

Level  
8

SundaySystem1<sup>®</sup>

6

READ ALOUD (visual/auditory/tactile)

10 min

- Choose one of the following activities at each session:
  - Have the student read aloud *Reading Strip* 8.
  - Student reads sentences aloud from **Word Book**, p. 16.
  - Read a book.

Read **Sunday System 1 Readers**, Level 8, and/or reread Levels 6-7.  
See p. 128 of the **Word Book** for a list of beginning reading books.
  - Have the student reread *Reading Strips* 5-7 aloud.
  - Play *Board Game* using Word Cards (pink, blue, green, and yellow, mixed).

**NOTE:** Seeing, hearing, and feeling letter shapes and sounds will weld them into long-term memory.

READING SCIENCE

Reading science research emphasizes the need for direct instruction in all aspects of teaching reading. Ideally, this should take 90 minutes of the day. The 30- to 35-minute **Sunday System 1** lesson plan focuses on phonological/phonemic awareness, decoding/encoding, and automaticity/fluency. The remaining time in the reading block should be spent teaching and strengthening vocabulary, comprehension, semantics, syntax, and grammar.

- Phonics:**  
Apply rules to read words automatically
- Fluency:**  
Read with prosody to support meaning
- Vocabulary**
- Comprehension:**  
Having all underpinning skills in place allows freedom for comprehension at text level

Multisensory  
Instruction

Phonics:  
Direct and  
explicit instruction

Phonics

Fluency

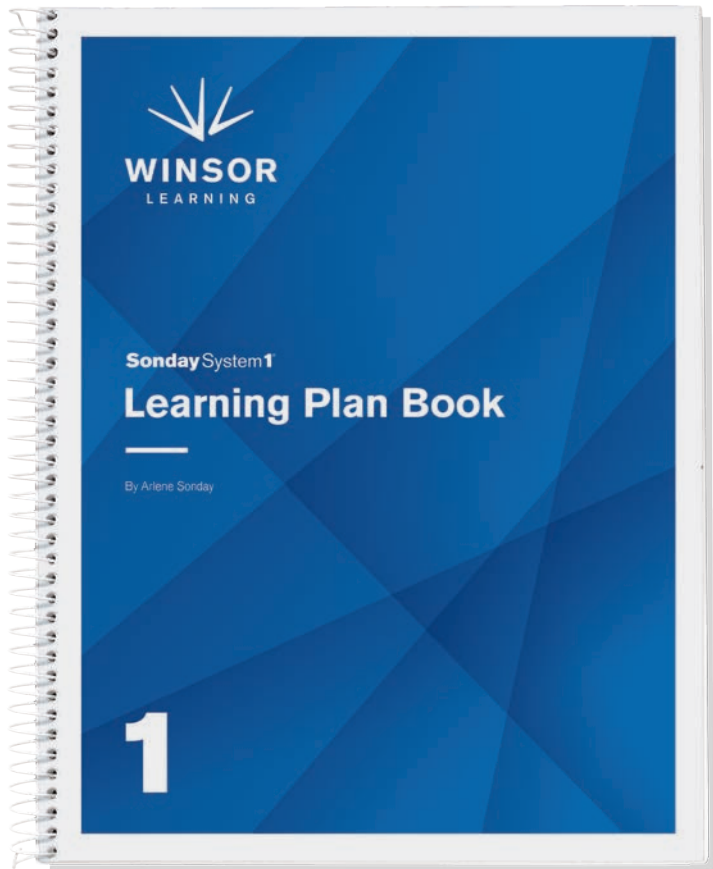
Phonics

Fluency

Vocabulary



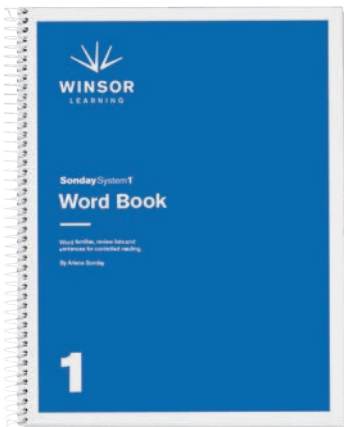
A



B



C



D



E



## Sonday System 1 Components

Materials from the Intervention Set may also be purchased individually.

### A. Learning Plan Book

Contains structured, predictable, easy-to-follow plans and periodic progress checks for 5 pre-reading and 36 reading levels. (See samples on pp. 20-23.)

**230-3000 \$484.00**

### B. Media Kit

A flash drive containing instructional videos for teachers and additional learning content for classrooms. For teachers, techniques featured in the Learning Plan Book are demonstrated and explained via videos. Classroom content includes 8 songs that help teach different components of language, audio pronunciations that help students learn accurate pronunciation of sounds and words, and printing practice pages.

**230-5500 \$278.00**

### C. Word Book

Provides extensive word lists for introducing or reviewing material plus sentences for practicing and understanding context.

**230-3100 \$70.00**

### D. Letter Tactile Card Decks

Numbered starting points for each stroke and a raised ridge provide tactile reinforcement for learning uppercase and lowercase letter shapes and letter names/sounds.

**520-4650** Complete Set **\$70.00**  
**230-4655** Uppercase Set **\$37.00**  
**230-4660** Lowercase Set **\$37.00**

### E. Board Game

Fun, interactive activity to use with Word Cards and Sound Cards. Includes two game boards, playing pieces and dice. Card decks not included.

**230-6000 \$24.00**

### F. Sound Card Deck

54 cards represent the sounds of letters and letter combinations for building automaticity and fluency.

**230-4200 \$21.00**

### G. Large Group Sound Card Deck

Sound Cards as described above, enlarged for large group sessions.

**230-4250 \$24.00**

### H. Sight Word Card Deck

44 cards to aid in memorization of frequently used non-phonetic words.

**230-4300 \$21.00**

### I. Blend Card Deck

29 cards that reinforce beginning and ending sound blends.

**230-4310 \$14.00**

### J. Word Card Decks

11 color-coded decks featuring 27 words each that reinforce the sounds learned, including CVC, vowel pairs, VCe patterns and beginning and ending blends.

**220-4100 \$76.00**

### K. Flash Card Bundle

This economy bundle includes a storage box with the following decks, as described above:

- Sound Card Deck **F**
- Sight Word Card Deck **H**
- Blend Card Deck **I**
- Word Card Decks **J**

**220-4000 \$100.00**

### L. Reading Strips and Reading Window®

25 sentence card strips coordinate with Reading Levels 4-28.

**230-6150 \$33.00**

F



G



H



I



J



K



L

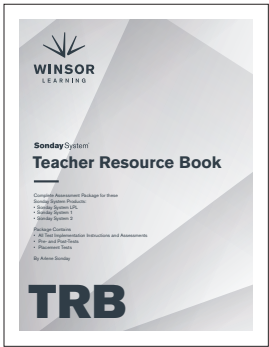




M



N



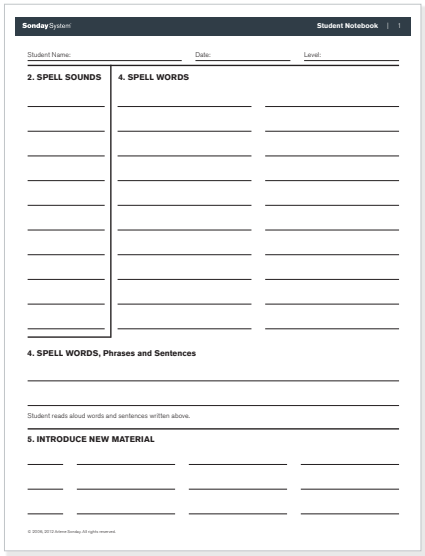
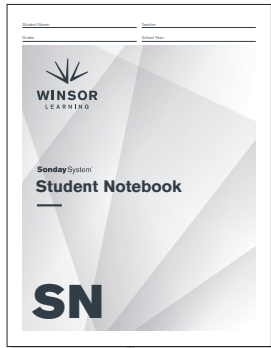
O



P



Q



Student Notebook sample page

### M. Alphabet Strips

Uppercase and lowercase laminated letter strips teach form and sequence.

**520-6100 \$21.00**

### N. Teacher Resource Book

Complete assessment and implementation directions for the entire Sonday System program. Assessments help determine where to start a student within the system and show student strengths and weaknesses. Pre-post tests determine a baseline and track student growth over time.

**530-3300 \$63.00**

### O. Student Record Book

Record individual student data from all assessments to show progress throughout the entire Sonday System program. 1 book per student.

**530-3325 \$17.00 each**

**520-3325 5 for \$70.00**

### P. Assessment Book Bundle

Teacher Resource Book

N

Student Record Book

O

**520-3300** 1 Teacher Resource Book +  
1 Student Record Book **\$70.00**

**520-3350** 1 Teacher Resource Book +  
5 Student Record Books **\$133.00**

### Q. Student Notebook

Used by the student for recording dictated sounds, words and sentences during a lesson. 100 pages.

**530-3500 \$11.00 each**

**520-3500 4 for \$37.00**

## Sonday System 1 Supplemental Materials

This workbook was created to complement the Sonday System 1 Intervention Set.

### R. Building Fluency Workbook

Contains supplemental fluency drills with 3 sets of 60 words. Allows the student to practice reading words across pages rather than down columns.

**230-3380 \$24.00**

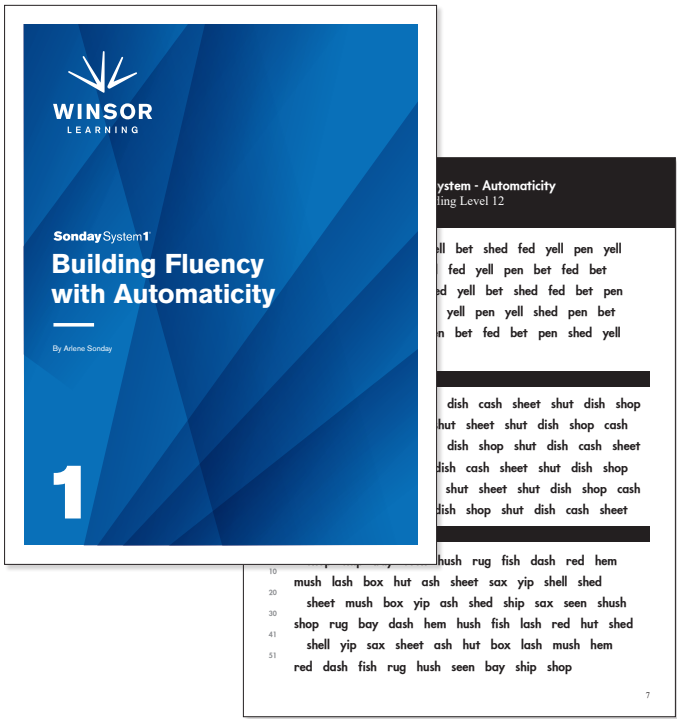
## Sonday System 1 Digital Bonus

Bonus content for digital subscribers!  
Included with Sonday System 1 Digital subscriptions.

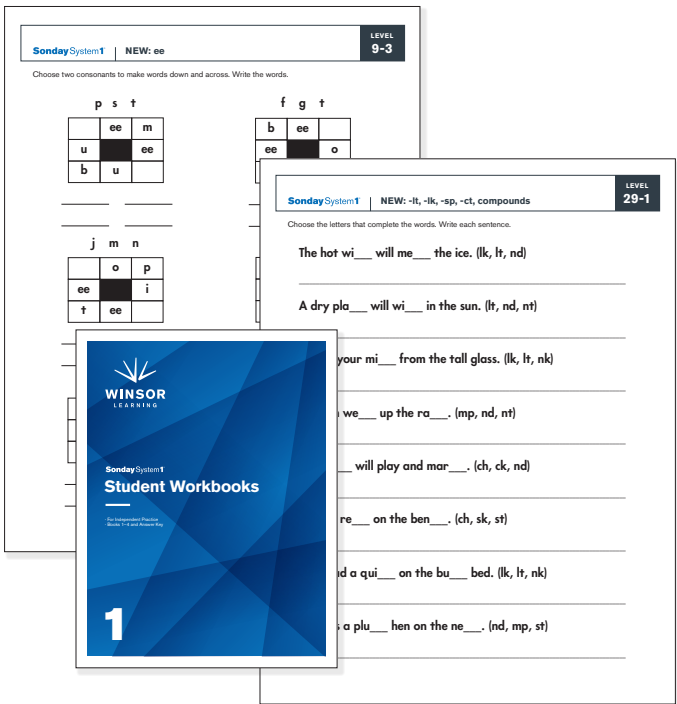
### S. Sonday System 1 Digital Workbook Collection

This Sonday System 1 Workbook Collection is available to digital subscribers for printing as needed. With 4 workbooks and answer keys, the collection is designed to reinforce materials taught and help students practice skills independently through homework or seatwork. It is not meant to replace instructional sessions where interaction between the student and teacher is vital.

R



S



Workbook sample pages



# Supplemental Readers

These materials complement Sondag System 1, offering opportunities for students to review, practice and improve the skills they've learned.

## Sondag System 1 Readers

Created to align with the scope and sequence of Sondag System 1. Illustrated stories cover Reading Levels 6-10 and help students practice accurate, fluent decoding, which leads to better comprehension. Reading Levels 11-36 have three controlled-text, chapter-format stories per book that build fluency, vocabulary and comprehension. Each reader includes teacher tips and strategies to check for understanding.

These story-form Readers are directly integrated into Sondag System 1 lessons as additional guided reading options for Step 6 (Read Aloud). They provide fluency practice through connected text that matches the students' current reading level. Students can access Readers independently, as a class, or even at home.

Available in print and digital versions.

### Print Readers

**220-7051** Complete Set: 3 of each Reader (Levels 6-36) **\$1095.00**

### Digital Readers

Share the Sondag System 1 Readers with any Sondag System 1 student at any time through a "follow" feature accessed via internet browser.

**240-7001** Digital Sondag System 1 Readers Collection (Levels 6-36) subscription; date runs concurrently with Sondag System 1 Digital subscription date. **\$1095.00**

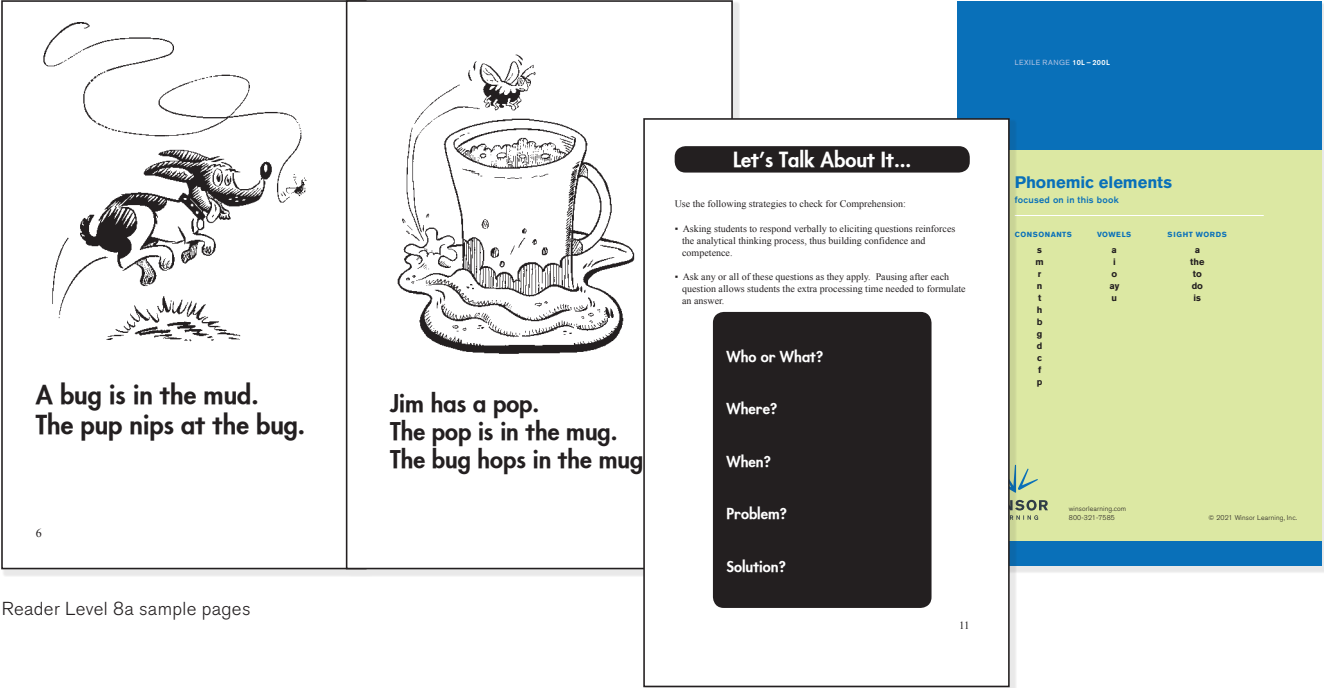
PRINT & DIGITAL



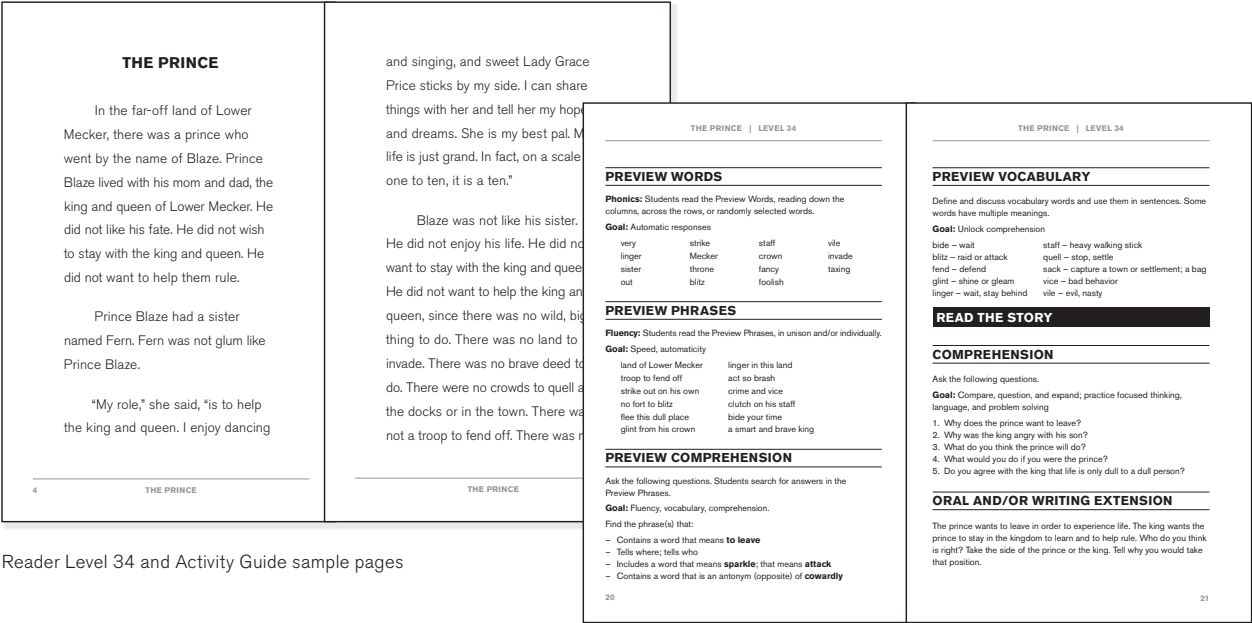
Reader Levels 6-10 have one story per book (15 books/15 stories).



Reader Levels 11-36 are in Chapter Book format, with 3 stories per book (25 books/75 stories).



Reader Level 8a sample pages



Reader Level 34 and Activity Guide sample pages



# Sonday System 2<sup>®</sup>

Sonday System 2 offers structured, systematic, multisensory reading intervention for intermediate readers within 3rd through 8th grade reading levels. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small group settings.

## 2

### Settings

- Intermediate reading instruction
- Dyslexia instruction
- Reading intervention
- Special education
- English Language Learners (ELL)
- Response to Intervention (RTI) Models

### Content Level

- 3rd grade through 8th grade reading levels

### Group Size

- Small group

### Lesson Duration

- 35-minute sessions

### Frequency

- Moderate delays — minimum 3 times per week
- Intensive intervention — 4-5 times per week

### Skills and Concepts Taught

- Review of concepts in Sonday System 1
- Syllable types and division
- Prefixes and suffixes
- Roots
- Non-phonetic words
- Vocabulary and comprehension

### Benefits of the Sonday System method

- **Based on the Science of Reading** with direct, explicit, and systemic instruction methods
- **Instruction based on skill or stage** rather than age or group
- **All lesson plans included** along with necessary materials
- **Offers flexibility** for use by highly trained teachers or those with little or no language training
- **Non-consumable materials** with no need to buy replacements each year



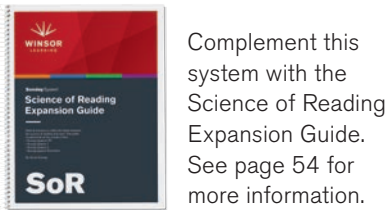
Digital version available



Sonday System 2

## Intervention Set

The complete Sonday System 2 Intervention Set provides all necessary instructor and student materials for multiple small group multisensory intervention sessions.



Complement this system with the Science of Reading Expansion Guide. See page 54 for more information.



Digital version available

### Instructor Set

This set includes complete lesson plans and materials to deliver effective multisensory interventions.

- Learning Plan Book (34 reading levels)
- Media Kit (instructional videos for teachers, pronunciation guides, 29 worksheets to reinforce lessons)
- Word Book
- Sound Card Deck
- Sight Word Card Deck
- Prefix Card Deck
- Suffix Card Deck
- Blend Card Deck
- Root Card Deck
- Teacher Resource Book
- Student Record Book

### Classroom Set

This classroom set includes materials for up to 20 students.

- 4 Word Books
- 5 Large Group Sound Card Decks
- 20 Student Record Books
- 20 Student Notebooks

### Sonday System 2 Intervention Set

Includes the Instructor Set and Classroom Set.

310-1500

\$1495.00

### Sonday System 2 Dual Delivery

Printed Set PLUS 1-year digital subscription PLUS Workbook Set (digital only)

360-1600

\$1895.00



### Instructor Set



### Classroom Set







Our straightforward, explicit lesson plans save teachers hours of preparation time while covering the five components of reading, with a heavier focus on phonics, fluency and vocabulary. Each six-step

lesson is engaging and flexible enough to accommodate individual student needs, with suggested materials clearly listed. Progress checks for reading and spelling are woven into existing lessons, allowing

teachers to diagnose difficulties and prescribe next steps. The following sample (one of 34 reading levels in Sonday System 2) outlines where each skill is practiced in the lesson template.



Digital version available

Sonday System 2

Phonics

Phonics

Fluency

Automaticity

Phonics

Fluency

Phonics

Fluency

Vocabulary

SondaySystem2®

Level

5

37

**MATERIALS NEEDED** • Watch Instructional Video • Sound Cards 1-39 • Blend Cards 1-12  
• Paper and Pencil • Sight Word Cards 1-35 • Word Book • Worksheets 2-6  
• Book to Read

**1 READ SOUNDS** (visual/auditory) 2 min

- Review Sound Cards 1-38 (every session).
- Review Blend Cards 1-12 (every 3rd session).
- Student reads the sound of each card aloud.
- Add cards to the decks when new sounds are introduced.

**R:** Ask for 2 sounds of all single vowels and **y**.

**R:** Ask for clear, clipped sounds of consonants.

**2 SPELL SOUNDS** (visual/auditory/tactile) 2 min

- Dictate the following sounds, one at a time.
- Student repeats the sound.
- Student writes the sound on paper.

u ar oo or e all

**QUESTIONS TO ASK THE STUDENT:**

How do you spell /f/ at the end of a word after a short vowel? (Answer: ff)

How do you spell long i at the end of a word? (Answer: y)

How do you spell /k/ after a short vowel? (Answer: ck)

What are the 2 ways to spell /oy/? (Answer: oy, oi)

**NOTE:** For more detail, definitions, or descriptions, consult **Definitions and Descriptions**, p. 232.

**3 READ WORDS** (visual/auditory/tactile) 5 min

- Student reads aloud from the following sources. Material is provided for several sessions.

1. Word Book, p. 32, Review ar, oo, or, all, y, oi, oy
2. Word Book, p. 16, Nonsense words, column 3
3. Word Book, p. 30, Compound Words
4. Word Book, p. 25, Review -ck, End Blends 1
5. Word Book, p. 26, Review -ck, End Blends 2
6. Word Book, p. 28, ar, or
7. Word Book, p. 29, y, oo, all, oy, oi
8. Sight Word Cards #1-25
9. Any previous Word Book list

**R:** When reading, if the student does not readily recognize a word, omits a sound, transposes sounds, or adds a sound that is not in a word, have the student trace the letters on the table while saying each sound, then blend the sounds into a word.

38

Level

5

SondaySystem2®

**4 SPELL WORDS** (visual/auditory/tactile/phonemic segmentation) 7 min

- Dictate the following words, reading down the columns. Use sentences only for homophones.
- Student repeats each word, says sounds aloud while writing the word. Segment multisyllable words and Touch Spell troublesome syllables. Correct errors using eliciting questions.
- Material is provided for several sessions.

or	sport	short	fort	horn
-mp/-ct	damp	pact	clamp	tact
-ck	duck	speck	trick	luck
compound	sunset	backstop	runoff	hardship
VCe pairs		†	†	†
ar	march	spark	harsh	farm
sight	one*	only	once	does
oo	spoon	smooth	droop	cool
-nt/-nd	hunt	stand	went	fund
vc/v				
all	small	stall	tall	squall
-ck	snack	lock	shock	quick
v/cv				
oy	boy	toy	joy	join
-st/-ft	just	drift	quest	swift
sight	goes			
oi	spoil	point	moist	coin
compound	mixup	junkyard	snapshot	forgot
VCe pairs		†	†	†
-lt/-lk	wilt	elk	jilt	bulk
sight	four*			
vc/cv				
-sk/-sp	task	grasp	brisk	clasp
-nk/-ng	junk	rung	yank	bang
vccv				
y	try	dry	fry	cry
sight	done			

\* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

† Dictate both words of the pair together.

- Student reads the list of words just written.
- At each session, dictate two of the following sentences. Student repeats and writes each sentence.

Act fast and you will get your wish.	The storm left us all damp.
He felt the dry soil.	The porch is at the end of that hallway.
Did you march with the small band?	Sweep the deck with that broom.
Grasp that clamp.	Two plus two is four.
It is cool in the darkroom.	I can only tell you once.
Lay the coin by the mask.	The shortstop had an armband.

- Use questions to enable the student to self-correct misspelled words.
- Student reads aloud the sentences just written.

**Phonemic Awareness:**

Phonemic segmentation  
fluency

**Phonics**

**Fluency**

**Multisensory Instruction**

**Phonics**

**Fluency**

**Vocabulary**

**Phonics**

**Fluency**

**Vocabulary**

**Comprehension**

Sonday System 2





Phonics  
Direct and  
explicit instruction

Phonics  
Fluency

Phonics  
Fluency  
Vocabulary

SondaySystem2<sup>®</sup> Level 5 39

5 INTRODUCE NEW MATERIAL (visual/auditory/tactile) 5 min

1. Teach Sight Words/Irregular Words

- Sight Words/Irregular Words are words that cannot be sounded out and need to be memorized.
- Show all of the new Sight Word Cards, one at a time, and ask the student to read each.
  - Dictate the KNOWN words, the ones that the student can read, and ask the student to write each word.
  - Add the words that can be spelled to the Sight Word Card pack for review at the next sessions. Words that can be read but not spelled and words that cannot be read are considered UNKNOWN words.
  - Teach 3 UNKNOWN words at each session.

Cards: Sight Word Cards 26-35

#26	where	#29	they	#32	says	#34	any
#27	there	#30	some	#33	want	#35	been
#28	gone	#31	come				

- Show the Sight Word Card.
- Say the word aloud. Student repeats.
- Ask the student to point to any known consonants and say the consonant sounds.
- Point to the vowels and pronounce the unknown sounds.
- Student traces the letters, says the sounds, blends the sounds, and says the word.
- Student writes the Sight Word/Irregular Word on paper 3 times while saying the letter names aloud and repeating the complete word each time.

**NOTE:** Homophones are words that sound the same but have different spellings and meanings. A list of homophones in sentences that convey the meanings of the words is in the **Word Book**, starting on p. 196.

2. Teach Sound

- Introduce one new sound at a session.
- Show the card and say the sound.
- Student repeats each sound and traces it on the table.

Card: Sound Card 39

a-e	long a as in cake
e-e	long e as in these
i-e	long i as in bike
o-e	long o as in joke
u-e	long u as in cute, /oo/ as in tune

**RULE:** The **e** at the end of the word makes the preceding vowel long (say its name).

- Student reads **VCe** words from the **Word Book**, p. 33.
- Dictate the following words by using the following dialogue: "Spell hop... now spell hope."
- Student repeats, Touch Spells, and writes each word. See Touch Spelling, p. 233.

<u>Spell:</u>	dim	hat	not	cub	slop
<u>Now Spell:</u>	dime	hate	note	cube	slope

- Student reads the list of words just written.

40 Level 5 SondaySystem2<sup>®</sup>

5 INTRODUCE NEW MATERIAL (visual/auditory/tactile) 5 min

CORRECTING  
SPELLING  
ERRORS

- Use questions to help the student self-correct spelling errors.
- Pause briefly after each question to allow the student some "think time."  
When mate is spelled as mat, ask:  
"What kind of vowel do you have there? Long or short?"  
"How can you make the vowel long?"
- Student rewrites the misspelled word so that it is spelled correctly twice.

3. Teach Syllable Types

Watch the Level 5 Instructional Video in the **Media Kit** for a demonstration of this sequence.

**RULE:** A syllable is a part of a word pronounced as a unit. A syllable consists of a vowel alone or a vowel combined with one or more consonants. A syllable has only one vowel sound.

**O:** Open syllable: Long vowel at the end of the syllable. Examples: be, me, ma, pi, so, cu

**C:** Closed syllable: Short vowel followed by one or more consonants. Examples: mat, doll, ad, moth, end

**E:** E syllable: A silent e (VCe) at the end of a syllable makes the preceding vowel long. Examples: mate, dime, cute, vote, tide

- Student reads isolated syllables at the top of **Worksheet 2** (Word Book, p. 34 or Media Kit) and labels the syllables listed.

**NOTE:** Knowing syllable types and syllable division makes reading and spelling easier. Long words can be broken into parts or syllables, and the syllables can be blended together to make a word.

4. Teach Syllable Division Patterns

- INTRODUCE JUST ONE PATTERN AT A SESSION.
- Words are divided into syllables following the patterns below where V=vowel and C=consonant.

Pattern 1: VC/CV

**RULE:** When there are two consonants together, with a vowel on each side, break between the consonants. The first syllable is always a closed syllable with a short vowel.

rab/bit	vel/vet	nap/kin	in/vite
---------	---------	---------	---------

Use **Worksheet 3** (Word Book, p. 35 or Media Kit), and practice **Pattern 1**.

- Student divides each word into syllables by drawing a line between the consonants.
- Student labels the syllable types. Example: **C** tab/let **C**
- Student reads each syllable and then reads them together to form a word.

hid / den	hidden	spin / ning	spinning
up / set	upset	ab / sent	absent

**R:** After teaching this pattern, enter the following words in the blank vc/cv spaces of SPELL WORDS to dictate at the next session.

absent	problem	oblong	combat	velvet	compact
--------	---------	--------	--------	--------	---------

Phonics  
Fluency





Phonics  
Fluency

Phonics  
Direct and explicit instruction

Phonics  
Fluency  
Vocabulary

Phonics:  
Blend known sounds into words automatically

Automaticity:  
Response is quick and accurate

Vocabulary:  
Direct and explicit instruction (check for definitions, context, multiple meanings, etc.)

Comprehension:  
Practice at word level eases transition to sentence level

5 INTRODUCE NEW MATERIAL (visual/auditory/tactile) 5 min

4. Teach Syllable Division Patterns (continued)

Pattern 2: VCV

**RULE:** When there is one consonant between two vowels, the syllable may break before or after the single consonant. The first choice is v/cv, breaking before the consonant. If the word is unfamiliar, give the correct pronunciation.

Pattern 2a: V/CV (first choice)

**RULE:** When there is a long vowel at the end of the first syllable, divide the word after the vowel. The first syllable is open.

be/long po/lo pre/vent ba/con

- Use [Worksheet 4](#) (Word Book, p. 36 or Media Kit), and practice [Pattern 2a](#), column 1.
- Student divides each word into syllables by drawing a line between the long vowel and the consonant.
  - Student labels the syllable types. Example: **O si/lent C**
  - Student reads each syllable and then reads them together to form a word.

o / pen open be / fore before  
Po / lish Polish re / fine refine

**R:** After teaching this pattern, enter the following words in the blank v/cv spaces of SPELL WORDS to dictate at the next session.

refine open locust belong even remote

Pattern 2b: VC/V (second choice)

**RULE:** When there is a short vowel in the first syllable, break after the consonant. The first syllable is closed.

cab/in sol/id rad/ish sat/in

- Use [Worksheet 4](#) (Word Book, p. 36 or Media Kit), and practice [Pattern 2b](#), column 2.
- Student divides each word into syllables by drawing a line between the consonant and the vowel that follows.
  - Student labels the syllable types. Example: **C cab/in C**
  - Student reads each syllable and then reads them together to form a word.

rad / ish radish pol / ish polish  
pan / ic panic vol / ume volume

**R:** After teaching this pattern, enter the following words in the blank v/cv spaces of SPELL WORDS to dictate at the next session.

cabin habit seven finish planet comet

5 INTRODUCE NEW MATERIAL (visual/auditory/tactile) 5 min

4. Teach Syllable Division Patterns (continued)

Pattern 3: VC/CCV or VCC/CV (Watch for a pair of consonants that belong together such as ch, th, and st.)

**RULE:** When there are three consonants between two vowels, the syllable may break before or after the middle consonant. The two consonants that stay together are easily recognized.

tan/trum pump/kin com/plex dan/druff

- Use [Worksheet 5](#) (Word Book, p. 37 or Media Kit), and practice [Pattern 3](#).
- Student divides each word into syllables by drawing a line between the consonants.
  - Student labels the syllable types. Example: **C dan/druff C**
  - Student reads each syllable and then reads them together to form a word.

im / press impress king / dom kingdom  
fond / ness fondness com / plex complex

5. Review Syllable Division Patterns

Use [Worksheet 6](#) (Word Book, p. 38 or Media Kit), [Patterns 1, 2a, 2b, 3](#).

- Student divides each word into syllables by drawing a slash.
- Student labels the syllable types. Example: **C cab/in C**
- Student reads each syllable and then combines the syllables to form a word.

6 READ ALOUD (visual/auditory/tactile) 10 min

- Choose one of the following activities at each session.
  - Sentences, **Word Book**, p. 39.
  - Sentences, **Word Book**, pp. 31, 24. (Repeated reading builds automaticity and fluency.)
  - Read or reread **Sunday System 1 Readers**. Select from levels 26-30. Include activities.
  - Read a book.

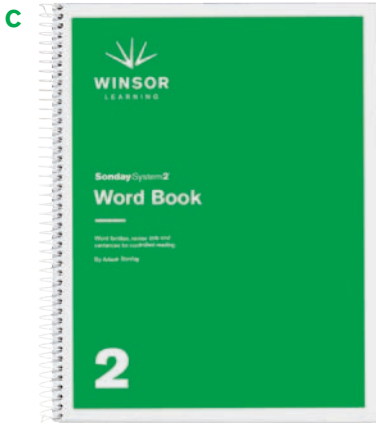
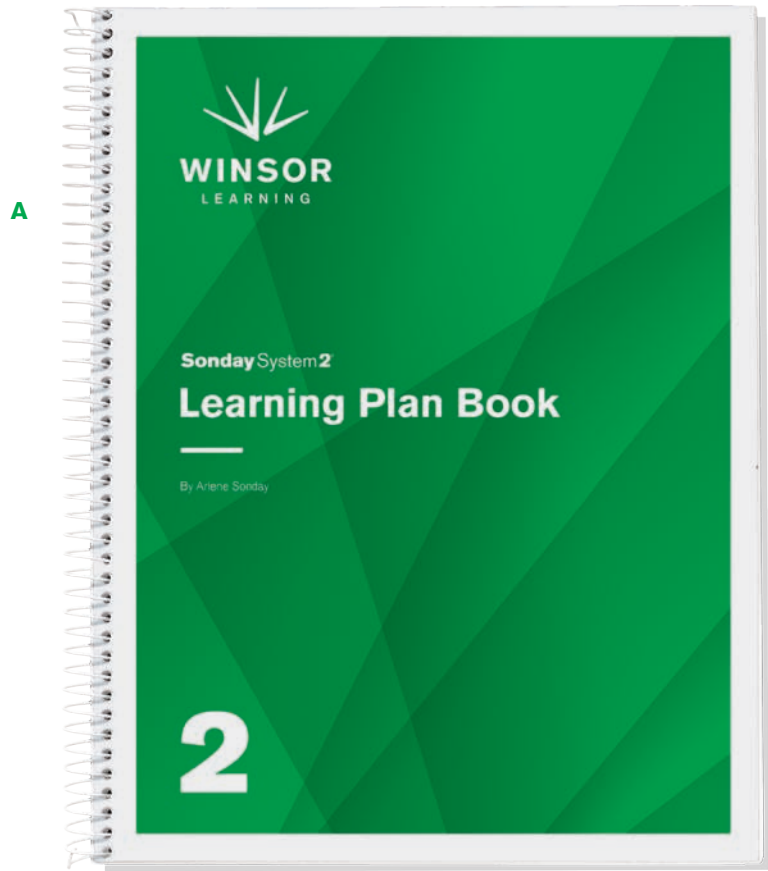
Select a book that will require students to use the skills being taught and practiced. If extending the time for this segment is an option, focus on comprehension by asking factual and predictive questions.

Examples of factual questions: Where were the boys going?  
How did they plan to get there?
  - Repeated reading.

Select a word list, paragraph, or page and have the student read the selection aloud 3 times. Time each reading. Timing for a word list may be 30 seconds to 1 minute; for contextual material, 1 to 2 minutes is adequate. The student marks the last word read when the time is up. With each repetition, the student will read a few more words. Success and improvement will be apparent. Rereading builds fluency.

**NOTE:** Encourage students to read with a pencil and write difficult words on paper to analyze and segment, or divide lightly on the page (if permitted). Remote students can annotate on the screen to identify the patterns and divide words.





## Sonday System 2 Components

Materials from the Intervention Set may also be purchased individually.

**A. Learning Plan Book**  
Contains structured, predictable, easy-to-follow plans and periodic progress checks for 34 reading levels. (See samples on pp. 34-39.)  
**330-3000 \$496.00**

**B. Media Kit**  
A flash drive containing instructional videos for teachers and additional learning content for classrooms. For teachers, techniques featured in the Learning Plan Book are demonstrated and explained via videos. Classroom content includes audio pronunciations that help students learn accurate pronunciation of sounds and words and 29 worksheets to be used during select lessons to reinforce skills taught.  
**330-5500 \$278.00**

**C. Word Book**  
Provides word lists and sentences for systematic review of sounds and concepts.  
**330-3100 \$110.00**

**D. Sound Card Deck**  
Each card represents the sounds of letters and letter combinations for building automaticity and fluency.  
**330-4200 \$24.00**

**E. Large Group Sound Card Deck**  
Sound Cards as described above, enlarged for large group sessions.  
**330-4250 \$26.00**

**F. Sight Word Card Deck**  
Cards to aid in memorization of frequently used non-phonetic words.  
**330-4300 \$46.00**

**G. Prefix Card Deck**  
Aids in the practice of common prefixes.  
**330-4320 \$12.00**

**H. Suffix Card Deck**  
Aids in the practice of common suffixes.  
**330-4330 \$12.00**

**I. Blend Card Deck**  
Each card reinforces beginning and ending blends.  
**330-4310 \$9.00**

**J. Root Card Deck**  
Each card reinforces common Greek and Latin roots.  
**330-4340 \$9.00**

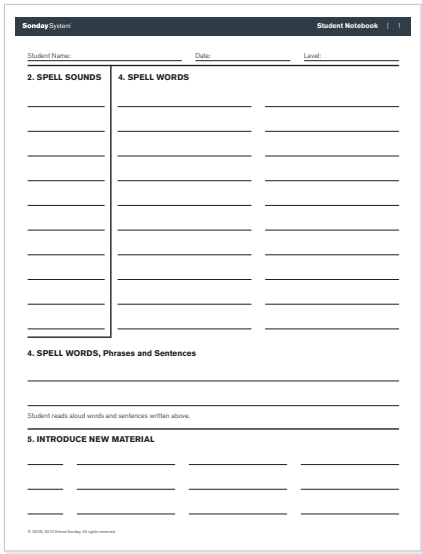
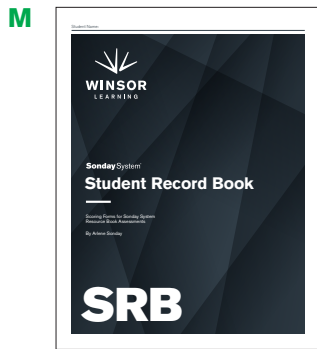
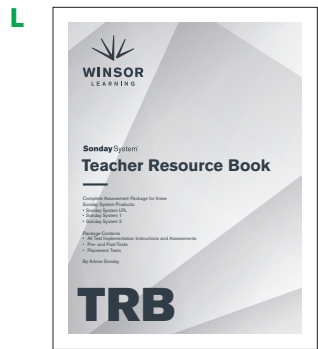
**K. Flash Card Bundle**  
This economy bundle includes a storage box with the following decks, as described above:

▪ Sound Card Deck	<b>D</b>
▪ Sight Word Card Deck	<b>F</b>
▪ Prefix Card Deck	<b>G</b>
▪ Suffix Card Deck	<b>H</b>
▪ Blend Card Deck	<b>I</b>
▪ Root Card Deck	<b>J</b>

**320-4000 \$84.00**







Student Notebook sample page

### L. Teacher Resource Book

Complete assessment and implementation directions for the entire Sonday System program. Assessments help determine where to start a student within the system and show student strengths and weaknesses. Pre-post tests determine a baseline and track student growth over time.

**530-3300 \$63.00**

### M. Student Record Book

Record individual student data from all assessments to show progress throughout the entire Sonday System program. 1 book per student.

**530-3325 \$17.00 each**

**520-3325 5 for \$70.00**

### N. Assessment Book Bundle

Teacher Resource Book **L**

Student Record Book **M**

**520-3300** 1 Teacher Resource Book +  
1 Student Record Book **\$70.00**

**520-3350** 1 Teacher Resource Book +  
5 Student Record Books **\$133.00**

### O. Student Notebook

Used by the student for recording dictated sounds, words and sentences during a lesson. 100 pages.

**530-3500 \$11.00 each**

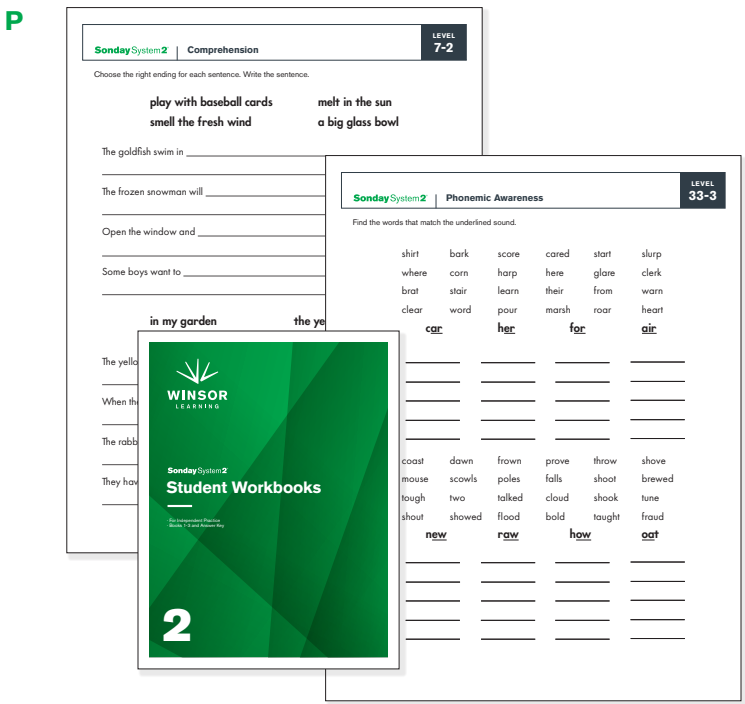
**520-3500 4 for \$37.00**

## Sonday System 2 Digital Bonus

Bonus content for digital subscribers! Included with Sonday System 2 Digital subscriptions.

### P. Sonday System 2 Digital Workbook Collection

This Sonday System 2 Workbook Collection is available to digital subscribers for printing as needed. With 3 workbooks featuring over 200 worksheets and answer keys, the collection is designed to reinforce materials taught and help students practice skills independently through homework or seatwork. It is not meant to replace instructional sessions where interaction between the student and teacher is vital.



Workbook sample pages



# Supplemental Readers

These materials complement Sondag System 2, offering opportunities for students to review, practice and improve the skills they've learned.

## Sondag System 2 Readers

Created to align with the scope and sequence of Sondag System 2. These engaging stories create high interest and leveled readability in conjunction with Sondag System 2 and advanced levels of Sondag System 1. Stories help students practice accurate, fluent decoding, which leads to increased comprehension. Aligned with Reading Levels 6-15 of Sondag System 2, these chapter-format stories are suitable for all ages. Each set includes an Activity Guide for vocabulary and comprehension.

These story-form Readers are directly integrated into Sondag System 2 lessons as additional guided reading options for Step 6 (Read Aloud). They provide fluency practice through connected text that matches the students' current reading level. Students can access Readers independently, as a class, or even at home.

Available in print and digital versions.

## Print Readers

**320-7051** Complete Set: 3 of each Reader (Levels 6-15) **\$495.00**

## Digital Readers

Share the Sondag System 2 Readers with any Sondag System 2 student at any time through a "follow" feature accessed via internet browser.

**340-7001** Digital Sondag System 2 Readers Collection (Levels 6-15) subscription; date runs concurrently with Sondag System 2 Digital subscription date. **\$495.00**

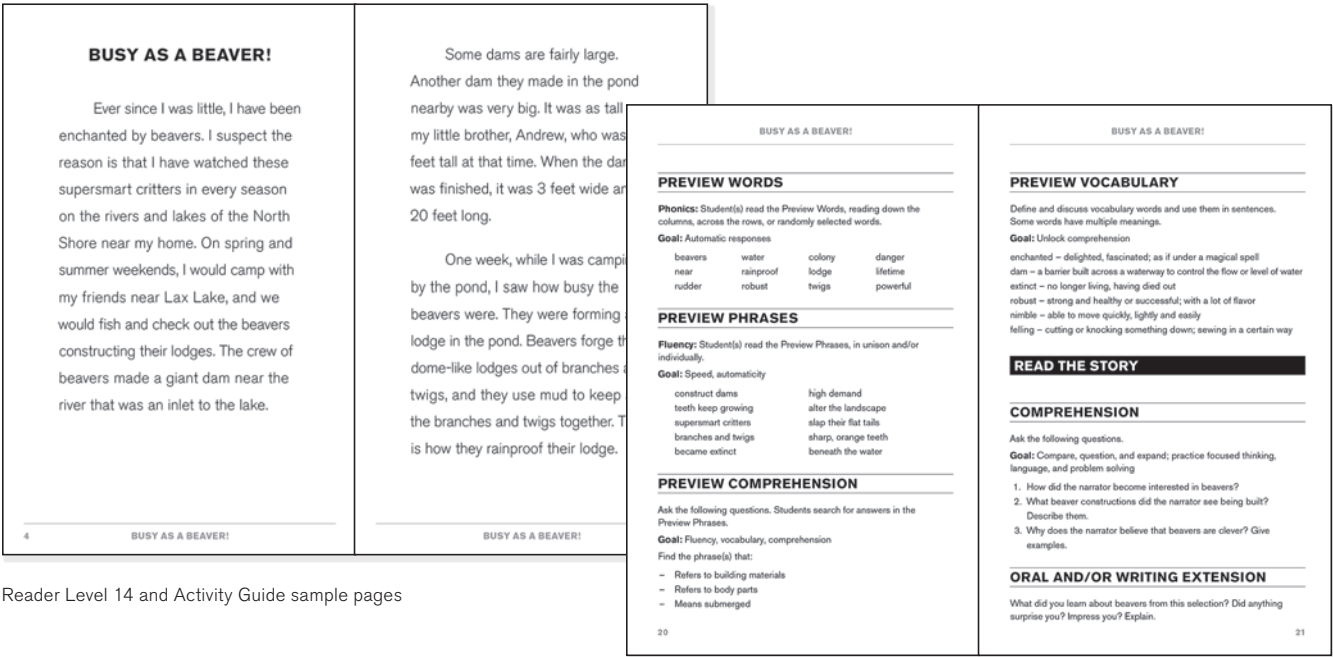
PRINT & DIGITAL



Readers are in Chapter Book format with three stories per book (10 books/30 stories).



Reader Level 6 and Activity Guide sample pages



Reader Level 14 and Activity Guide sample pages



# Sonday System E®

Sonday System Essentials is the simplest way to bring proven multisensory phonics instruction to kindergarten through 5th grade general education classrooms. It helps instructors quickly identify those students who could benefit from reading intervention.

# E

## Settings

- Whole group core reading instruction

## Content Level

- Kindergarten through 5th grade

## Group Size

- Whole group

## Lesson Duration

- 20-minute sessions

## Frequency

- Daily

## Skills and Concepts Taught

- Phonological awareness
- Phonics
- Blending
- Segmenting
- Spelling
- Reading
- Writing



Sunday System Essentials

Sunday System Essentials is a systematic, direct and explicit way to teach phonics and other essential reading skills to the whole class using multisensory Orton-Gillingham methods. It is designed to supplement Tier 1 core curriculum by filling the gap of incomplete phonics instruction left by the typical core curricula.

Built to be purchased by grade, each product contains 180 expertly written mini lessons that are 20 minutes in length and can be delivered using smart board technology or in a traditional manner.

Sunday System Essentials was designed to eliminate the need for extensive teacher training or teacher lesson preparation time, so teachers can focus more on teaching.

The Learning Plan contains easy-to-follow mini lessons that can be used in conjunction with any core program. Through weekly spelling and reading assessments, the product quickly identifies students who need more intensive Orton-Gillingham intervention provided through Sunday System Intervention programs.

Sunday System Essentials is designed to be purchased by grade level and is not consumable.

Includes

- Online access to all materials needed to implement lessons. Files can be displayed on any system or printed.
  - Learning Plan
  - Sound Cards
  - Word Cards
  - Word Lists
  - Worksheets
- Spiral-bound copy of Learning Plan Book

Sunday System Essentials Digital

1-year online subscription plus spiral-bound Learning Plan Book

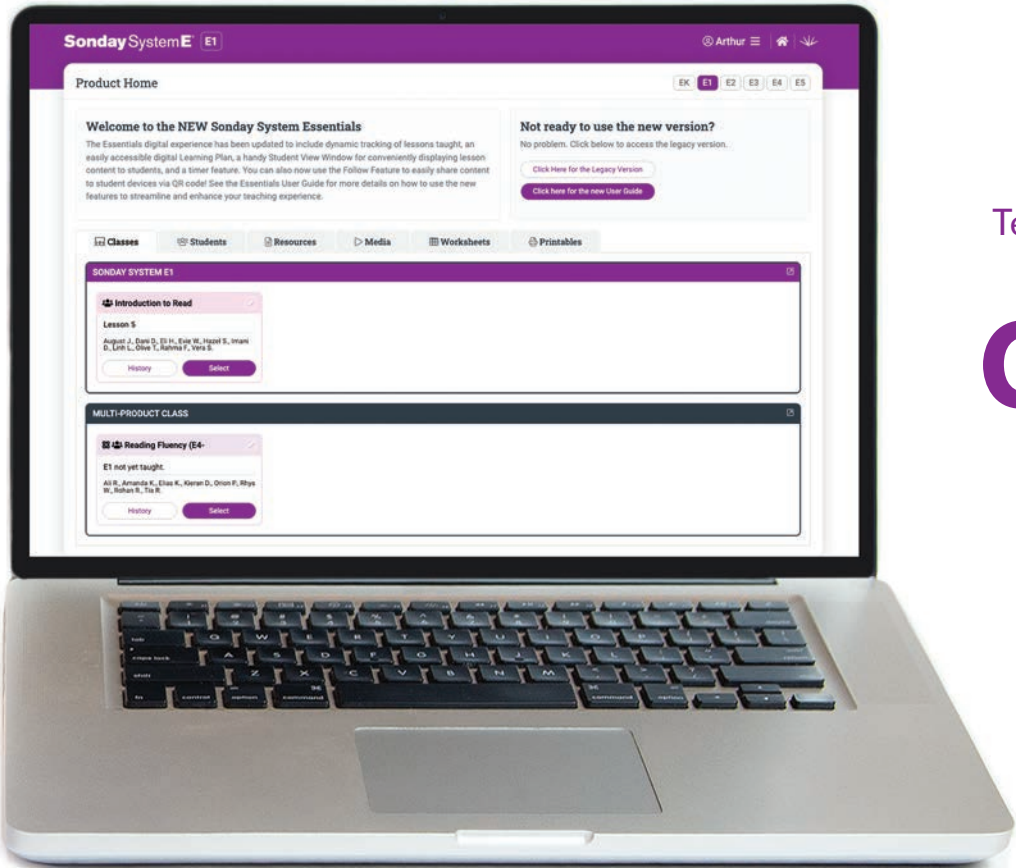
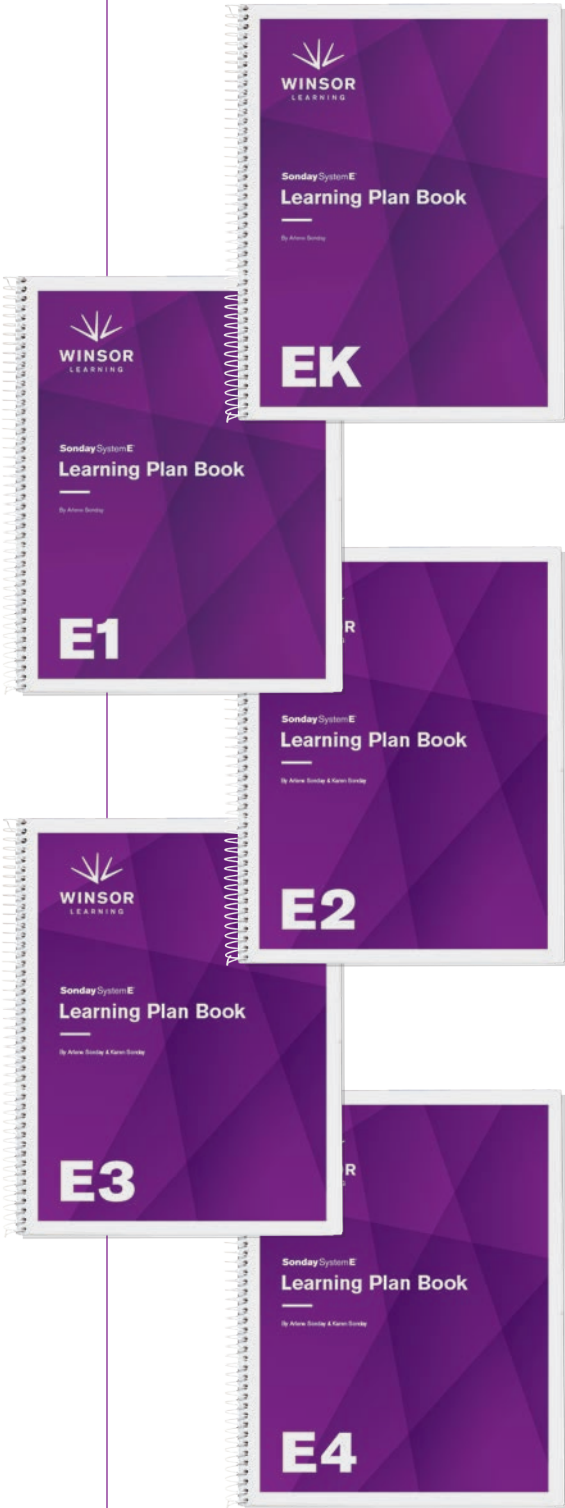
- EK 760-1650
- E1 761-1650
- E2 762-1650
- E3 763-1650
- E4 764-1650
- E5 765-1650
- \$795.00 each

Essentials Student Notebook

Used by the student for writing dictated sounds, words and sentences during a lesson. 100 pages.  
720-3550 Set of 25 elementary-lined Student Notebooks \$199.00  
720-3500 Set of 25 standard lined Student Notebooks \$199.00



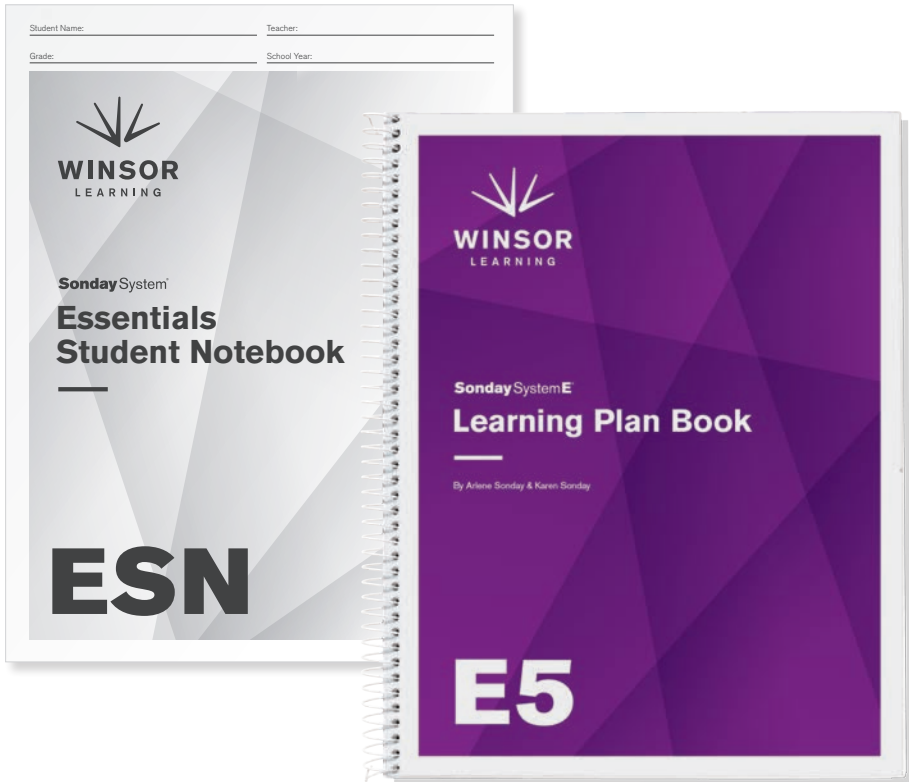
Complement this system with the Science of Reading Expansion Guide. See page 54 for more information.



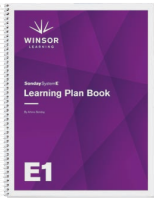
Digital version available

Teach Orton-Gillingham to the whole class.

Grades K-5







The Learning Plan contains 180 robust daily mini lessons. Our systematic lesson plans are sequential, cumulative, explicit and multisensory. The structured lessons

save hours of teacher preparation time while covering the five components of reading, with a heavier focus on phonics, fluency and vocabulary.

Weekly mastery checks for spelling are woven into the lessons, allowing teachers to track student progress and identify those in need of additional instruction.



Digital version available

Lesson  
66

SONDAY SYSTEM® ESSENTIALS 1

1 READ SOUNDS

2 min

- Review *Sound Cards 1-28* (Media Kit)
- Students READ the sound of each card aloud.
- Go through the cards rapidly at the beginning of each lesson. The goal is to have automatic responses.

2 SPELL SOUNDS

2 min

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.

Say, SAY and WRITE: **d sh u o i b a e**  
/z/ at the end of a word after a short vowel. (Answer: zz)  
/f/ at the end of a word after a short vowel. (Answer: ff)

REMINDER: Give the sound when a slash appears on both sides of a letter. Example: /z/

3 READ WORDS

4 min

- Students READ aloud. (Media Kit) **Note:** Numbered lists may be printed from the Printables file in the Media Kit.

Word Cards, short a, i, o, u, e

1. Review

dash	bay	lass	hay	off	way
hull	sheep	seem	rib	sham	gas
weep	till	bell	pod	jazz	fuzz
red	cap	loss	and	on	yap
ill	net	heel	mush	hem	well
of	sob	egg	wag	shall	fuss

2. Sentences

I wish I had a big doll.  
The gull fell into the bay.

A bass is a fish.  
Can you see the bell?

136

Lesson  
66

SONDAY SYSTEM® ESSENTIALS 1

4 SPELL WORDS

7 min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

REMINDER: First column lists the sounds being practiced.

zz	fizz	buzz	fuzz	jazz
ll	shell	fell	hill	doll
ff/sh	off	shop	puff	dash
ss	miss	loss	less	pass
ee/ay	week*	bay	sheet	lay

\* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.

I may miss the pass.

I am the boss.

- Students READ aloud the words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 min

Teach Sound

- Display the card and say the sound. (Media Kit)
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Sound Card **-ck** /k/ as in duck

Rule: Use **-ck** to write the /k/ sound at the end of a word after a short vowel.

Note: Use **k** after a long vowel, vowel pair, or consonant.

- Students READ the following words. (Media Kit) **Note:** Numbered lists may be printed from the Printables file in the Media Kit.

3. **sick tack lack sock pick rock lock duck**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

**pick sick lock duck tack**

- Students READ the words just written.

+ INDEPENDENT PRACTICE

Worksheet 66 (Media Kit)

137

Phonics

Fluency:

Response is quick and accurate

Automaticity

Phonics

Fluency

Phonics

Phonics:

Blend known sounds into words automatically

Fluency:

Response is quick and accurate

Vocabulary

Comprehension:

Practice at word level eases transition to sentence level

Phonemic Awareness:

- Touch Spelling
- Multisensory Instruction
- Phonemic Segmentation

Vocabulary

Comprehension:

Practice at word level eases transition to sentence level

Multisensory Instruction

Phonics

Direct and explicit instruction

Phonics

Fluency

Vocabulary





Phonics

Fluency:

Response is quick  
and accurate

Phonics

Fluency

Phonics:

Blend known  
sounds into words  
automatically

Fluency:

Response is quick  
and accurate

Vocabulary

Comprehension:

Practice at word  
level eases transition  
to sentence level

LESSON  
81

SONDAY SYSTEM® ESSENTIALS 4

1 READ SOUNDS

2 MIN

- Review *Sound Cards* **33-66**
- Students read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS

2 MIN

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.
- Say, SAY and WRITE: **-able**  
Root that means *push*, 3 ways. (Answer: pel, pulse, press)  
Long a in the middle of a word before n or l. (Answer: ai)  
Letters that come after soft c. (Answer: e, i, y)

3 READ WORDS

4 MIN

- Students READ aloud (Media Kit). **Note:** *Numbered lists may be printed from the Printables file in the Media Kit.*

1. ie (long e)

<b>fiercely</b>	<b>grief</b>	<b>yield</b>	<b>grieving</b>	<b>shielded</b>	<b>achieve</b>
<b>relief</b>	<b>reprieve</b>	<b>relieve</b>	<b>cookie</b>	<b>believer</b>	<b>frontier</b>
<b>piece</b>	<b>niece</b>	<b>brownie</b>	<b>cashier</b>	<b>shriek</b>	<b>wielding</b>
<b>believe</b>	<b>belief</b>	<b>chief</b>	<b>brief</b>	<b>thief</b>	<b>briefing</b>
<b>tier</b>	<b>siege</b>	<b>retrieve</b>	<b>pierce</b>	<b>hygiene</b>	<b>thieves</b>

2. ai

<b>bait</b>	<b>chair</b>	<b>ordained</b>	<b>retainer</b>	<b>remainder</b>	<b>prevail</b>
<b>stain</b>	<b>brainstorming</b>	<b>hairstyle</b>	<b>ordain</b>	<b>mainframe</b>	<b>quaint</b>
<b>chainsaw</b>	<b>exclaim</b>	<b>retailer</b>	<b>dainty</b>	<b>faithless</b>	<b>trail</b>
<b>impairment</b>	<b>details</b>	<b>ailment</b>	<b>raisins</b>	<b>domain</b>	<b>rain gear</b>

3. Sentences

**Tie up the boat at the end of the longest pier.**  
**Marlene launched the rocket in that open field.**  
**My aunt and uncle live in Richfield.**  
**The windshield wipers were caked with mud.**

166

SONDAY SYSTEM® ESSENTIALS 4

LESSON  
81

4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

3-syllable	<b>diplomat</b>	<b>pantomime</b>	<b>formulate</b>	<b>anchovy</b>
pel/pulse	<b>compel</b>	<b>compulsive</b>	<b>repel</b>	<b>repulsive</b>
sight	<b>women</b>	<b>Monday</b>	<b>woman</b>	<b>Wednesday</b>
ie	<b>achieve</b>	<b>retrieve</b>	<b>shriek</b>	<b>pierce</b>
ai	<b>quaintness</b>	<b>sustain</b>	<b>domain</b>	<b>brainstorm</b>

**The outfielder missed the fly ball.**

**That's an unbelievable story.**

- Students READ aloud the list of words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Sound

- Show the card and say the sound (Media Kit).
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

**ei** Long e as in receive

**Note:** *ei is less common than ee, ea, and ie and is not the first choice for long e in the middle of a word. In these words, it is preceded by c. Learning the roots cap, cept, ceit, and ceive will be useful.*

Teach Root

- Show the card and say the **meaning** of the root.
- Students WRITE the root, then SAY the **meaning**. Repeat 3 times.
- Note:** *No single key word is provided for roots, since pronunciation of the root varies. When reviewing Root Cards in 1. READ SOUNDS, have students look at the Root Card and provide the meaning only.*

**cap / cept / ceit / ceive** **Meaning:** take, hold

- Students READ aloud the following word list (Media Kit).

<b>deceit</b>	<b>deceive</b>	<b>conceit</b>	<b>deceitful</b>
<b>receive</b>	<b>perceive</b>	<b>conceive</b>	<b>receiving</b>

- Dictate the following words.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.

**deceit** **deceive** **conceit** **perceive** **receive**

- Students READ the words just written.

+ INDEPENDENT PRACTICE

Worksheet 81 (Media Kit)

167

Phonemic

Awareness:

Segmenting words

Vocabulary

Comprehension:

Practice at word level  
eases transition to  
sentence level

Repetition Builds  
Automaticity

Phonics:

Direct and explicit  
instruction

Morphology

Phonemic

Awareness:

Fluency

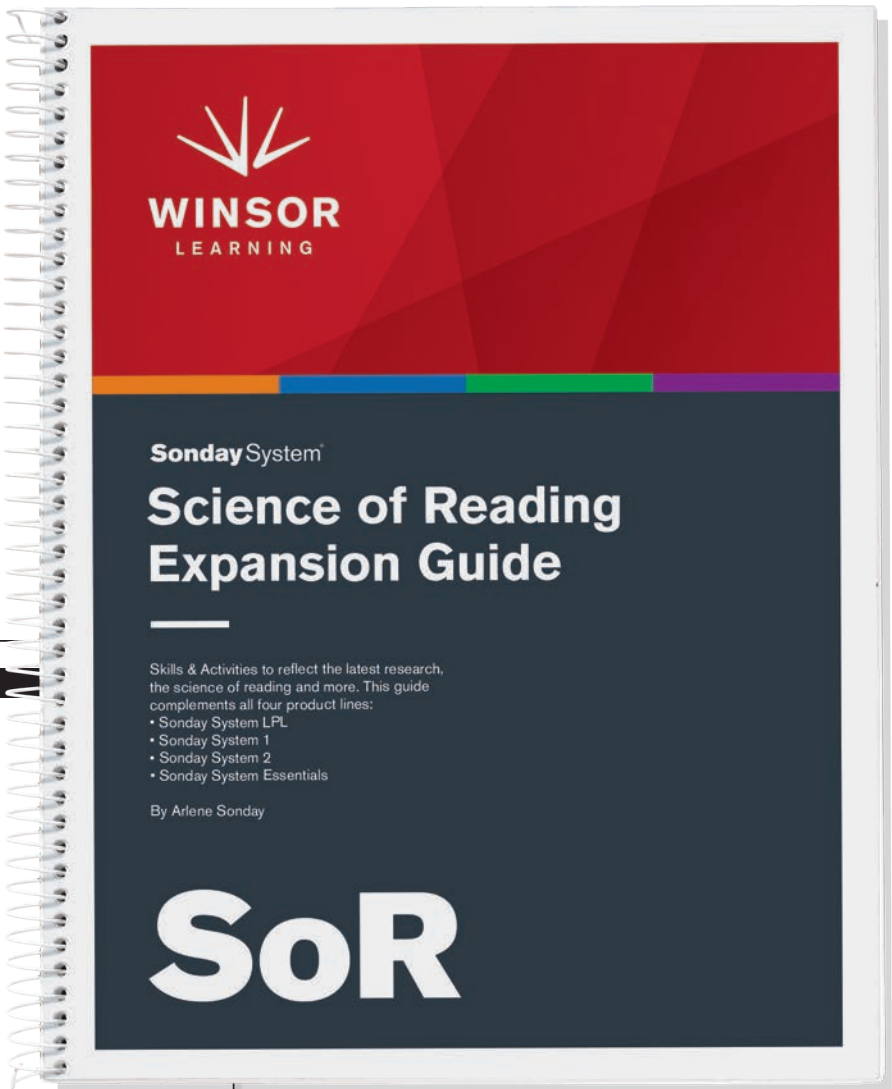


Science of Reading

Science of Reading Expansion Guide

The **Sonday System Science of Reading Expansion Guide (SoR)** is a companion to your existing Sonday System products. The SoR is packed with new activities written by renowned author Arlene Sonday and the latest research curated by her to enhance your daily Sonday instruction. It's compatible with Sonday System LPL, 1, 2 and Essentials and will give your teachers and students the latest tools to magnify Sonday System success.

530-3900  
\$125.00



SONDAY SYSTEM® EXPANSION GUIDE

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Complement any Sonday System with the latest scientific research.

20 ACTIVITIES

17. Deletion – Final Sounds  
• Say *seed*. Students repeat. Now have the students say *seed* again but don't say /d/. (see)

see/d	bee/p	nee/d	fee/t	kee/p	see/p
mee/t	fee/l	see/m	see/n	bee/f	mee/k
soo/n	coo/l	boo/t	hoo/t	too/l	boo/m
stoo/p	broo/m	groo/m	gloo/m	troo/p	doo/p
show/n	bow/l	grow/th	flow/n	grow/n	ow/n

18. Substitution – Words  
• Say *The bear ran away*. Students repeat. Now have the students say the sentence again but change *away* to *home*. Repeat the one-minute activity in consecutive lessons until students respond comfortably.

Say: The bear ran *away*. Change: *away* to *home* (The bear ran home.)  
*ran* to *walked* (The bear walked home.)  
*The* to *That* (That bear walked home.)  
*bear* to *rabbit* (That rabbit walked home.)  
*walked* to *hopped* (That rabbit hopped home.)

My friend is Hank. My to Your (Your friend is Hank.)  
Hank to Dave (Your friend is Dave.)  
friend to neighbor (Your neighbor is Dave.)  
is to was (Your neighbor was Dave.)  
Your to Their (Their neighbor was Dave.)

Put out the trash. the to our (Put out our trash.)  
Put to Set (Set out our trash.)  
trash to recycling (Set out our recycling.)

35 ACTIVITIES

MORPHOLOGY ACTIVITIES

1. Define using Suffixes and Prefixes  
• Have students define groups of words based on the meaning of the suffix or prefix.

Suffix *-less*: Define these words using *without*. Suffix *-est*: Define these words using *the most*.  
hopeless fastest  
sleepless nicest  
restless meanest  
shapeless richest  
speechless sharpest

Prefix *pre-*: Define these words using *before*. Prefix *un-*: Define these words using *not*.  
preview unhappy  
preload unable  
preheat uncut  
precut unsafe  
pretest unformed

2. Combine Base Word and Affix  
• Have students combine the base word and suffix, then define the word.

neat + est	point + ed
last + ed	help + less
fool + ish	re + form
hand + ful	sharp + ly
ex + port	im + port

3. Identify Base Words  
• Have students identify the base word and suffix.

weighs	(weigh/s)	goofy	(goof/y)
groovy	(groove/y)	investment	(invest/ment)
sweeper	(sweep/er)	graceful	(grace/ful)
blameless	(blame/less)	dazzling	(dazzle/ing)
blotted	(blot/ed)	inclusion	(include/sion)

36 ACTIVITIES

MORPHOLOGY ACTIVITIES, continued

4. Divide Words into Morphemes  
• Say the word aloud. Have the students identify the morphemes in each word.

wasps	(2)	wasp/s	worsen	(2)	worse/en
worthy	(2)	worth/y	watchmaker	(3)	watch/make/er
unpredictable	(4)	un/pre/dict/able	launched	(2)	launch/ed
grimier	(3)	grime/y/er	untied	(3)	un/ty/ed
unworkable	(3)	un/work/able	slimiest	(3)	slime/y/est
outfielder	(3)	out/field/er			

5. Word Matrixes  
• Have students create as many words as they can using the matrixes below.

NOTE: These matrixes were created with Mini Matrix-Maker, at [neilramsdendotco.uk/spelling/matrix](http://neilramsdendotco.uk/spelling/matrix). Reprinted with permission.

de			ed	
in			ive	
pro				ly
re				
sub			ing	
			ion	
			or	
			s	

auto	bio		eme	
			er	
			y	
demo			ic	s
geo				
poly				
phono			o	log
photo				ist
				y

Sample pages

37 ACTIVITIES

con			ed	
de			ing	
inter			s	
re			ion	
			ive	ly

con			ed	
de			ing	
intro			s	
pro			ion	
re			ive	ly

bi			ed	
re			s	
tri			er	
uni			ing	
			ist	
			ic	al

a			et	ic	al	ly
anti						
em						
psycho						
sym						
tele						
			ology		ist	ic



# WinLit Classic Series

Introducing Winsor Literature, created to make reading a more inclusive experience. Literary concepts can be daunting — and often out of reach — for students of varying abilities. This collection gives more students exposure to those concepts and connectedness to the wider world.

Six classic stories, each with a comprehensive set of teaching materials, provide a structured introduction to literary concepts while meeting students at their skill level. Each chapter is scaffolded with classroom activities, story comprehension questions, critical thinking prompts, and supporting take-home worksheets.

The fully aligned Hi-Lo (high interest/low reading level) and Adapted Readers offer flexibility in presentation of the literature, allowing teachers to determine the level and pacing of lessons most beneficial for their students. Each set combines high-quality physical Readers and Teaching Guides with printable digital materials to be used again and again!

## Adapted Teaching Set

Designed to support students who have pre-symbolic reading skills or significant cognitive disabilities who require age-respectful literature. In the Adapted Reader, you'll find simpler sentences, pictorial representations of words, and a repeated line of text in each chapter to support reading comprehension.

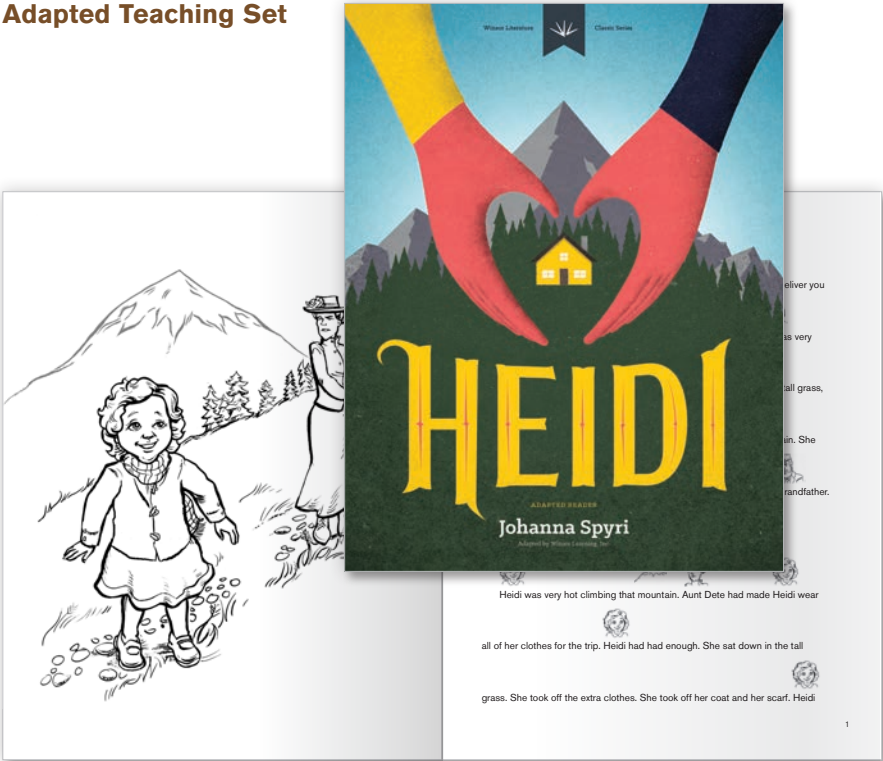
- 6 Adapted Readers
- Adapted Reader Teaching Guide
- Digital access to printable Worksheet Set, Posters, and Cards

## Hi-Lo Teaching Set

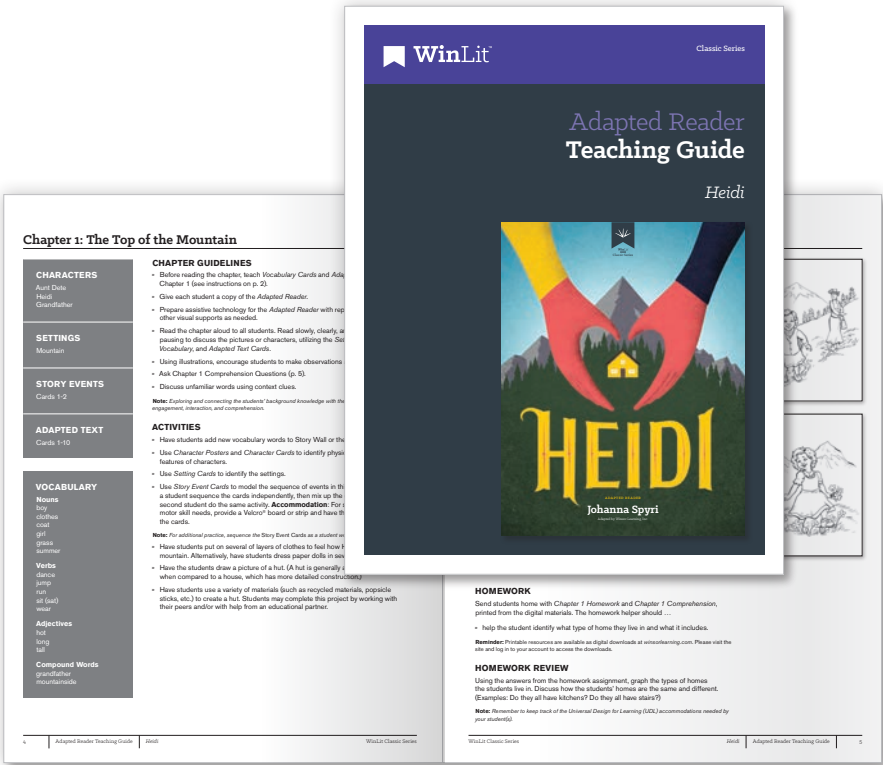
Designed to support students who demonstrate independent reading and enjoy participating in a group reading experience but need alternative options for reading success. The Hi-Lo Reader provides more complex sentences and story structure.

- 6 Hi-Lo Readers
- Hi-Lo Reader Teaching Guide
- Digital access to printable Worksheet Set, Posters, and Cards

### Adapted Teaching Set

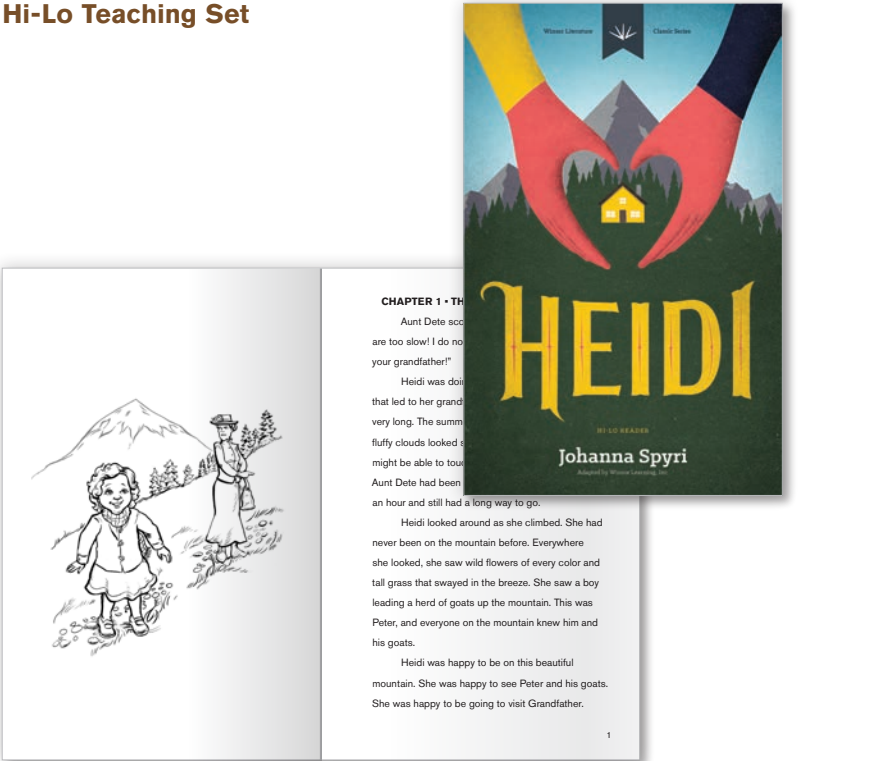


Adapted Reader

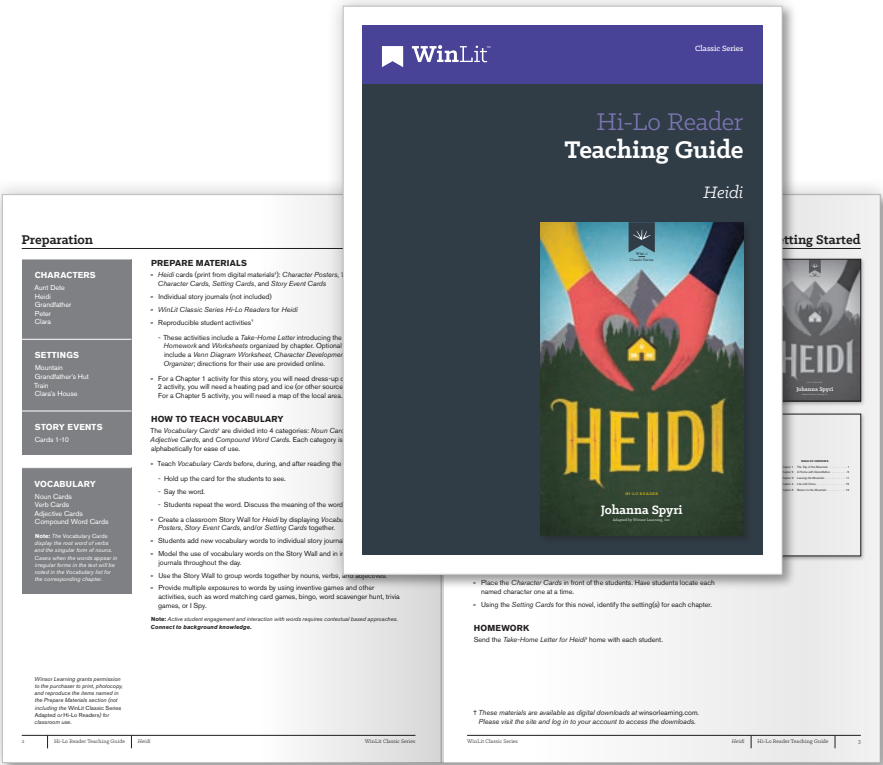


Adapted Reader Teaching Guide

### Hi-Lo Teaching Set



Hi-Lo Reader



Hi-Lo Reader Teaching Guide

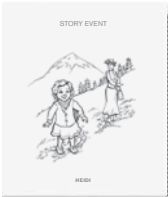
### Printable Posters and Cards

Included digitally with both Adapted and Hi-Lo Teaching Sets, these printable illustrations and accompanying materials are designed to build meaning for vocabulary and literary concepts among books in the series.

- Character Posters
- Story Cards (Character, Setting, Story Event, Adapted Text\*)
- Vocabulary Cards (Adjectives, Compound Words, Nouns, Verbs)



Character Posters



Story Event Cards



Setting Cards



Character Cards



Adapted Text Cards\*



Vocabulary Cards

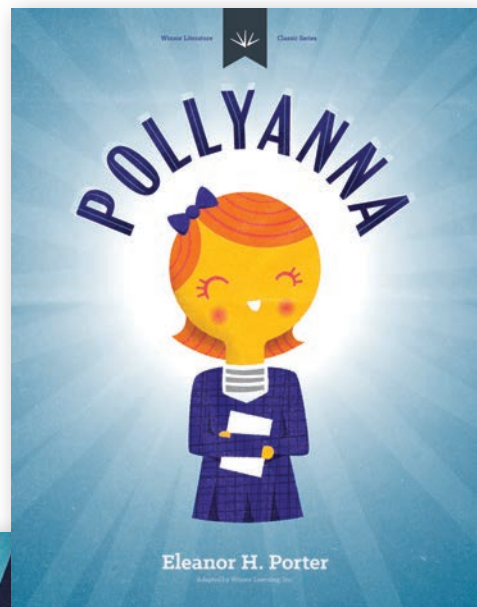




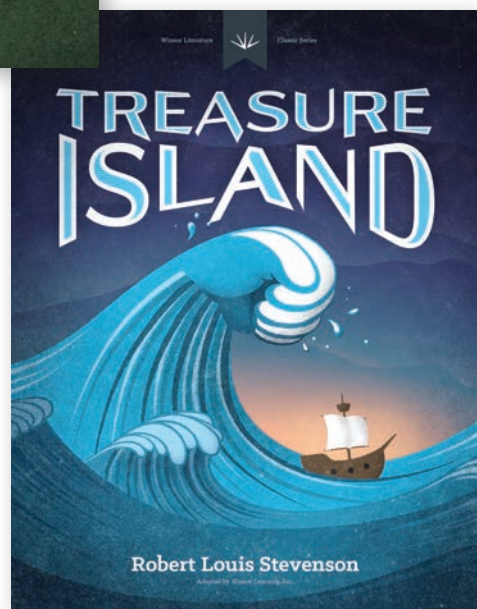
B



A



C



## The Classic Series

Introduce children to literary classics. These timeless stories have been modified to meet them at their own level and foster a lifetime love of reading.

The recommended sequence:

1. Pollyanna
2. Heidi
3. Treasure Island
4. Black Beauty
5. Doctor Dolittle
6. Around the World in 80 Days

### A. Pollyanna

A charming story of a young girl and how the power of positive thinking can change lives for the better.

**560-7100** Adapted Teaching Set **\$99.95**

**530-7120** Additional set of 6 Adapted Readers **\$69.95**

**560-7101** Hi-Lo Teaching Set **\$99.95**

**530-7121** Additional set of 6 Hi-Lo Readers **\$69.95**

### B. Heidi

Heidi goes to the mountains to live a new life with her stern grandfather. She thrives in the mountains and becomes a friend to many people.

**560-7200** Adapted Teaching Set **\$99.95**

**530-7220** Additional set of 6 Adapted Readers **\$69.95**

**560-7201** Hi-Lo Teaching Set **\$99.95**

**530-7221** Additional set of 6 Hi-Lo Readers **\$69.95**

### C. Treasure Island

An exciting story filled with high sea adventures, pirates and buried treasure.

**560-7300** Adapted Teaching Set **\$99.95**

**530-7320** Additional set of 6 Adapted Readers **\$69.95**

**560-7301** Hi-Lo Teaching Set **\$99.95**

**530-7321** Additional set of 6 Hi-Lo Readers **\$69.95**

### D. Black Beauty

Follow the story of a strong, kind horse who lives through the many ups and downs of different owners while searching for peace and happiness.

**560-7400** Adapted Teaching Set **\$99.95**

**530-7420** Additional set of 6 Adapted Readers **\$69.95**

**560-7401** Hi-Lo Teaching Set **\$99.95**

**530-7421** Additional set of 6 Hi-Lo Readers **\$69.95**

### E. Doctor Dolittle

Read about the adventures of the good Dr. Dolittle, who learns how to talk to animals! His far-reaching adventures are sure to bring a smile to readers' faces.

**560-7500** Adapted Teaching Set **\$99.95**

**530-7520** Additional set of 6 Adapted Readers **\$69.95**

**560-7501** Hi-Lo Teaching Set **\$99.95**

**530-7521** Additional set of 6 Hi-Lo Readers **\$69.95**

### F. Around the World in 80 Days

Set in the 1880s, this exciting story follows the travels of Phileas Fogg and his sidekick as they travel around the world via an amazing variety of transportation systems!

**560-7600** Adapted Teaching Set **\$99.95**

**530-7620** Additional set of 6 Adapted Readers **\$69.95**

**560-7601** Hi-Lo Teaching Set **\$99.95**

**530-7621** Additional set of 6 Hi-Lo Readers **\$69.95**

### The Complete Winsor Literature Classic Series

Includes all components for all six stories from the Winsor Literature Classic Series.

**560-7000** Adapted Teaching Set **\$549.95**

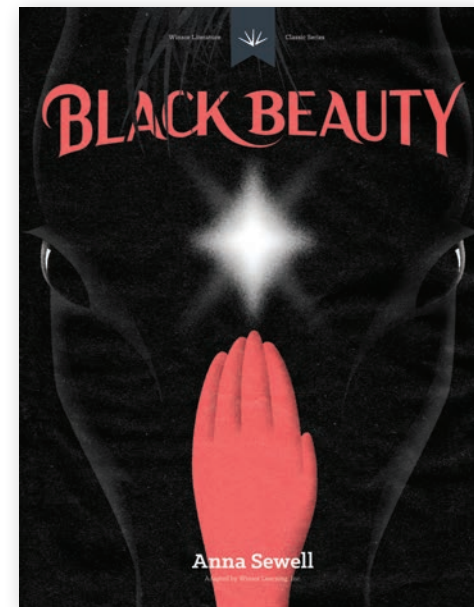
**530-7020** Additional sets of 6 Adapted Readers for each title (36 total) **\$399.95**

**560-7001** Hi-Lo Teaching Set **\$549.95**

**530-7021** Additional sets of 6 Hi-Lo Readers for each title (36 total) **\$399.95**

**560-7002** Adapted Teaching Set and Hi-Lo Teaching Set **\$999.95**

D



E



F







# WinVocab

This innovative digital resource delivers a daily vocabulary word to teachers along with a mini lesson plan — one for each day of the school year. Designed for grades K-5, this tool makes teaching new words easier than ever.

This complete digital vocabulary tool gives teachers the ability to create one-click vocabulary lessons that can be taught to whole groups, small groups or individual students. Users receive access to 180 high-utility and domain-specific words for each grade level K-5, for a total of 1,080 vocabulary words!

These scientifically chosen words have been selected for their appropriate degree of difficulty and higher frequency in written text than spoken conversation. Teachers may choose from supplied lessons and activities or create their own lessons to enhance cross-curricular learning. Each lesson contains:

- Definitions
- Parts of speech
- Synonyms
- Antonyms
- Sentences
- Activities

540-1000  
**\$179.95**  
per user/year,  
billed annually

Teacher Dashboard

Classes

KINDERGARTEN

Literacy KA

M-W-F 10:00 AM - 10:43 AM

3 Lessons Taught

2 Words Taught

7 Students

Select

History

Literacy KB

T-Th 11:30 AM - 12:05 PM

2 Lessons Taught

2 Words Taught

7 Students

Select

History

THIRD GRADE

Literacy 3A

M-W-F 10:15 AM - 10:43 AM

2 Lessons Taught

2 Words Taught

7 Students

Select

History

Literacy 3B

M-W-F 10:00 AM

1 Lesson Taught

2 Words Taught

7 Students

Select

History

Literacy 3C

M-W-F 9:00 AM - 10:13 AM

1 Lesson Taught

1 Words Taught

7 Students

Select

History

Lesson Detail

Third Grade - Literacy 3A

Class Detail

Word List

Dashboard

confident

adjective

1) feeling or believing that something is possible; having great faith in oneself

Synonyms: positive, sure, self-confident

Antonyms: unsure, doubtful

Example: My mom is confident that I will win the ice skating tournament.

Recommended Lesson

Selected Word: confident

Click an untaught word below to change

Selected Activity: Acrostic Poem

Click to change this activity

If you would like to teach this word with this activity, click either PDF below to mark this word as taught.

Download Student PDF

Taught Words

level - Acrostic Poem - 1/15/23

competition - Write a Short Story - 1/15/23

Click a word above to review the lesson taught.

View Lesson History

Lesson Plan

confident

adjective

1) feeling or believing that something is possible; having great faith in oneself

Synonyms: positive, sure, self-confident

Antonyms: unsure, doubtful

Example: My mom is confident that I will win the ice skating tournament.

Activity: Semantic Map

Teacher Instructions: During this lesson, students will create a Semantic Map based on the day's vocabulary word. Tell students: "Information stored in your brain is organized into categories and groups. Words in your memory are linked to other words based on their relationships. So, if you connect a new word with a word you already know, you will be better able to remember new words. Today we will learn how to go through this process by developing a Semantic Map." As an example, write the vocabulary word on the board and give students the definition. Have students brainstorm or think of words related to the vocabulary word. Have them write the word in the center bubble. Extra words/bubbles are encouraged! Have students share their favorite words with the class.

Time: 5 minutes

WinVocab

Name: \_\_\_\_\_

confident

Directions: Write the daily vocabulary word in the center of the grid. Brainstorm words or phrases related to the vocabulary word and place them in the surrounding bubbles. You can make your own bubbles for extra words if needed!

self-assured

believe in myself

hopeful

optimistic

secure

positive

confident

Reading Support

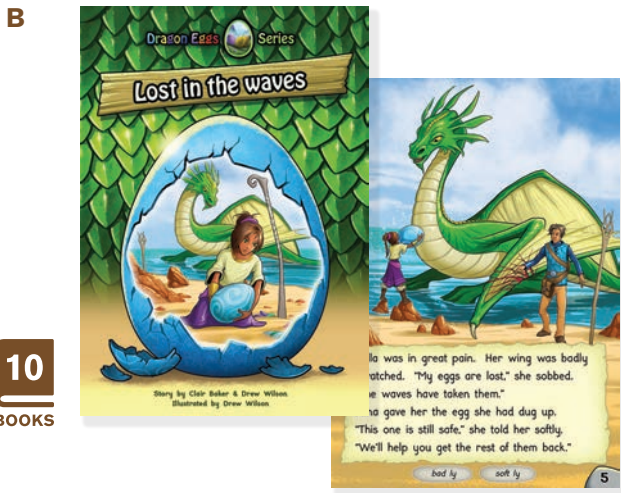
Reading Support

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# Decodable Books



## PhonicBooks™

Build reading fluency, develop comprehension and increase confidence. Focus is on multiple spelling of vowel digraphs. Higher ratio of text to build reading fluency.

### A. Dandelion Series

Aimed at children in pre-K and kindergarten, each book introduces only a few concepts at a time, allowing independent reading from the outset. Books introduce new letters/sounds while supporting previously taught phonic letters/sounds and high-frequency words. To view the many titles available, please visit our Reading Support page at [winsorlearning.com](http://winsorlearning.com).

### B. Dragon Eggs Series

Bella, the dragon, loses her eggs in a terrible storm. Mina discovers Bella and offers to help. Will Mina be able to save the baby dragon eggs and bring them safely home to Bella?

**820-8550** Readers (10 books) **\$69.00**

**820-8551** Activity Book **\$50.00**

## Catch Up Readers

Age-appropriate decodable books engage struggling older students as they practice their early reading skills.

### C. Moon Dogs Series

Three sets of books designed for older children at the very early stages of reading. Contemporary illustrations and a storyline based on the adventures of a group of teenage friends in a band.

Set 1 introduces sounds gradually at CVC level with one line of text on each page. Set 2 introduces adjacent consonants and consonant digraphs while Set 3 introduces two spellings for vowel sounds.

**820-8501** Set 1 Readers **\$35.00**

**820-8502** Set 1 Activity Book **\$35.00**

**820-8503** Set 2 Readers **\$35.00**

**820-8504** Set 2 Activity Book **\$35.00**

**820-8505** Set 3 Readers **\$45.00**

**820-8506** Set 3 Activity Book **\$50.00**

**820-8523** Complete Set of Moon Dogs Readers (3 sets, 30 books) **\$115.00**

**820-8524** Moon Dogs Readers + Activity Books Set **\$235.00**

### D. That Dog! Series

Ben has always wanted a dog. One day, a scruffy stray follows him home.

**820-8527** Readers **\$79.00**

**820-8528** Activity Book **\$50.00**

### E. Magic Belt Series

When Zak's grandfather falls ill, Zak must go on a quest to find 10 magical gems to cure him.

**820-8507** Readers **\$79.00**

**820-8508** Activity Book **\$50.00**

The **That Dog!** and **Magic Belt** series take students from CVC and CVCC text through adjacent consonants, consonant digraphs and suffixes. These exciting, age-appropriate tales share a phonemic progression and can be used in parallel.

Sold separately.

### F. Totem Series

Zak's adventures begin when he's captured by two men and his shepherd's staff acquires special powers.

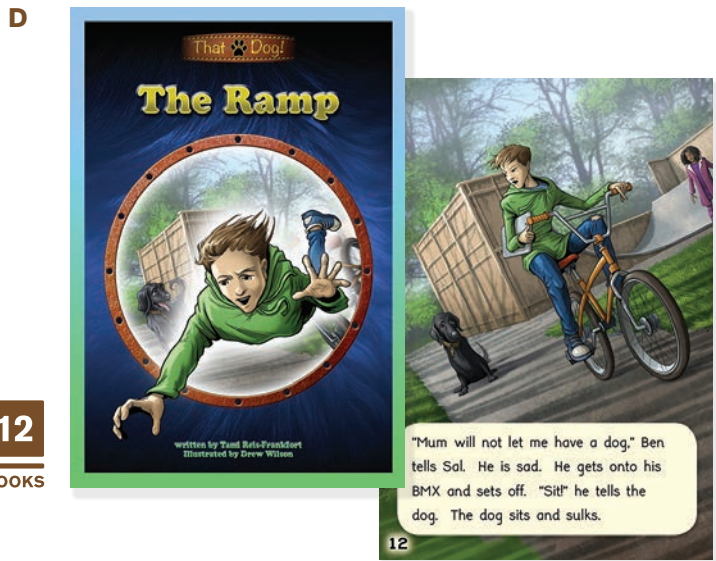
Starting at CVC level, the books progress at a faster pace through adjacent consonants, consonant digraphs and alternative vowel spellings. This series shares the same phonic progression as the Alba Series and can be used in parallel.

**820-8511** Readers **\$79.00**

**820-8512** Activity Book **\$50.00**

For additional decodable books and reading support games, visit Reading Support at

[www.WinsorLearning.com](http://www.WinsorLearning.com).





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BOOKS



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BOOKS



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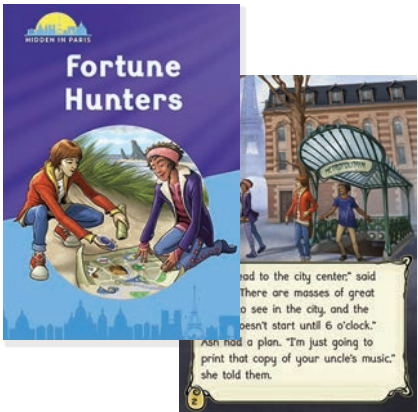
BOOKS



J

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BOOKS



NEW!

### G. Alba Series

This series has a feisty, resourceful heroine. Alba steps in to save the day when someone threatens to jeopardize her father's important scientific work.

Starting at CVC level, the books progress at a faster pace through adjacent consonants, consonant digraphs and alternative vowel spellings. This series shares the same phonic progression as the Totem Series and can be used in parallel.

**820-8509** Readers **\$79.00**

**820-8510** Activity Book **\$50.00**

### H. Talisman Series

Zak's adventures begin when his grandpa gives him a talisman with special powers. From this day on, Zak's life is never the same.

Starting with the sound "ay," each of the 10 books in the first series introduces one phoneme and its alternative spellings. Shares the same phonic progression as the Rescue and Island Adventure Series and can be used in parallel.

**820-8515** Set 1 Readers **\$69.00**

**820-8516** Set 1 Activity Book **\$50.00**

**820-8517** Set 2 Readers **\$69.00**

**820-8518** Set 2 Activity Book **\$50.00**

**820-8525** Complete Set of Talisman Readers (2 sets, 20 books) **\$138.00**

**820-8526** Complete Set of Talisman Readers + Activity Books (2 sets, 20 books, 2 activity books) **\$238.00**

### I. Titan's Gauntlets

A gripping quest story. Finn has been chosen to stop the evil Winged One from destroying the world. Introduces alternative vowel and consonant spellings and common Latin suffixes.

**820-8519** Readers **\$69.00**

**820-8520** Activity Book **\$50.00**

### J. Hidden in Paris

Ash starts her day trying to cross a river on a rope. By the end of the day, she and her two friends are involved in a mysterious trail that will take them to Paris! Introduces alternatives for vowel and consonant sounds and common Latin suffixes.

**820-8542** Readers **\$69.00**

**820-8543** Activity Book **\$50.00**

### K. Rescue Series

Heroine Erin and her best friend Danny embark on an epic adventure to save baby brother Jack.

Starting with the sound "ay," each of the 10 books introduces a phoneme and its alternative spellings. This series shares the same phonic progression as the Talisman 1 and Island Adventure Series and can be used in parallel.

**820-8513** Readers **\$69.00**

**820-8514** Activity Book **\$50.00**

### L. Island Adventure Series

Brother and sister Jack and Snub experience a calamity while visiting grandparents on a remote Scottish island. It's the beginning of an exciting quest.

Starting with the sound "ay," each of the 10 books introduces a phoneme and its alternative spellings.

This series shares the same phonic progression as the Rescue Series and Talisman 1 Series and can be used in parallel.

**820-8540** Readers **\$69.00**

**820-8541** Activity Book **\$50.00**

### M. Amber Guardians

A chance discovery of an ancient necklace in an old bazaar soon leads Finn and his friends on an incredible quest.

Bridges the gap between structured and mainstream reading. With a higher ratio of text to illustration, this series allows the reader to make the important step towards understanding meaning purely from text.

**820-8521** Readers **\$96.00**

**820-8522** Activity Book **\$50.00**

### Get the complete set of the Catch Up Readers!

**820-8530** Complete Set of Catch Up Readers (148 books) **\$941.00**

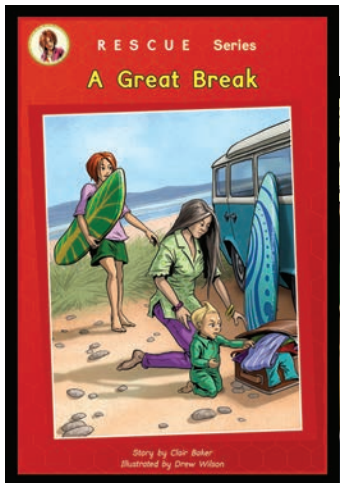
**820-8531** Complete Set of Catch Up Readers + Activity Books (148 books, 14 activity books) **\$1611.00**

*Activity Books are reproducible.*

K

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BOOKS



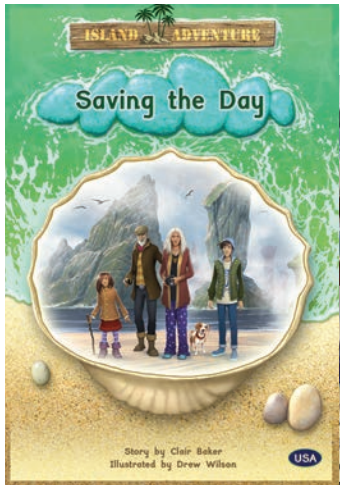
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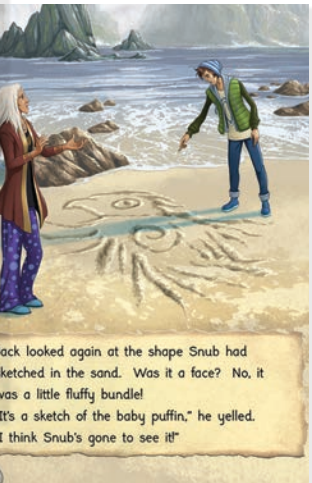
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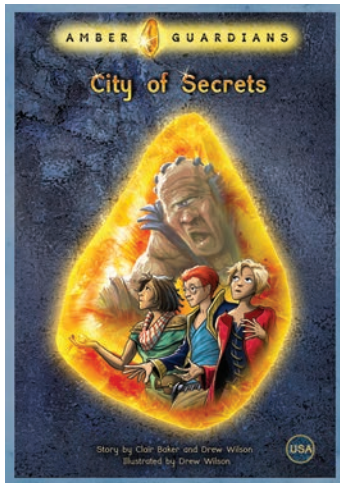
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M

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BOOKS



21







Complement any  
Sonday System  
with the latest  
scientific research.

Learn more about the Science of Reading on page 54.

# Ordering Information

Our experts are ready to answer your questions or connect you with a representative who will take the time to understand your specific needs and help you determine the best Sonday System products for your students.

## Ways to Order

[winsorlearning.com](https://winsorlearning.com)

Email: [orders@winsorlearning.com](mailto:orders@winsorlearning.com)

Call: 800-321-7585

Fax: 651-222-3969

## Taxes and Shipping

- On all orders: Taxes are calculated based on materials, shipping and handling total.
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- International orders: Please call for shipping information.
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## W-9 Form

If needed, a W-9 form from Winsor Learning LLC is available for download at [winsorlearning.com/W9.pdf](https://winsorlearning.com/W9.pdf)

## We're Here to Help

Your satisfaction is important to us. Please call 800-321-7585 with any questions, comments or concerns.



winsorlearning.com | 800-321-7585

Prices good through June 30, 2024

### About Arlene Sondag

Arlene Sondag is a founding fellow and the first president of the Orton-Gillingham Academy, the only professional Orton-Gillingham credentialing organization. She has served as Vice President of the International Dyslexia Association, who presented her with the Margaret Byrd Rawson Lifetime Achievement Award in 2009.



**Winsor Learning is now part of the Imagine Learning family.**

Winsor Learning believes in giving children their best chance to succeed in school. We've partnered with one of the country's foremost experts in the Orton-Gillingham multisensory method for reading intervention to create the Sondag System, a simple, cost-effective tool for K-12 educators to identify and quickly intervene with struggling readers.